

LOUISIANA

Career and Technical Education



Internship Resource Manual

2006

Internship: Curriculum Resource Manual

Career & Technical Education

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State Superintendent of Education

2006

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This resource manual has been created to be used in conjunction with the Louisiana Work-Based Learning Manual and the Career & Technical Education Internship Content Guidelines – a copy of the guideline is provided in the Appendix of this manual. The manual can be used to teach specific work behavior attributes, guide you through the steps of setting up an internship and help your students receive maximum benefit from their worksite experience during their internship.

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GENERAL ASSUMPTIONS

Career & Technical Education Internship: Curriculum Resource Manual

General Assumptions –

The course materials that are provided here are written with the following assumptions in mind:

1. Participants in the internship class have taken the background courses related to their area of concentration and are serious about having a work experience directly related to their declared career major. Instructors and students should review the areas of concentration and career majors described by the Department of Education – Career & Technical Education Section.
2. Each school will develop a selection process for student participation. It is recommended that the following be considered: behavior, maturity, attendance, attitude, transportation, and teacher recommendation. (A sample application form, teacher recommendation form, and a sample flyer to help advertise the course can be found on pages 5-8.)
3. The local school administration will allow time in the daily class schedule for the interns to report to their worksite. The internship class will consist of both classroom instructional time and worksite experiences. The site program director should refer to *Bulletin 741*, Section 3113 – Work-Based Learning for regulations determining required time in the classroom. (See Appendix.)
4. The school site program director for internships will use the guidelines and appropriate forms provided in the *Louisiana Work-Based Learning Manual* (LWBLM) published by the Department of Education in 2005. The manual can be viewed online at <http://www.louisianaschools.net/lde/uploads/7638.pdf>. The director should refer to the tabbed sections:
 - “Internship” gives a general overview, guidelines for developing an internship and sample forms. The tabbed section begins on page 115.
 - “Recent Events” addresses minors participating in an internship. The tabbed section begins on page 280. Sections 182 & 183 of Act No. 671 refer to the issuance of an Employment Certificate. The school district Career & Technical Supervisor can instruct the Internship instructor on the procedure to follow with the Department of Labor. Further information on the employment of minors can be accessed in the appendix with the *Louisiana Department of Labor – Information Booklet Concerning Employment of Minors* – Revised 2004 edition.
 - “Cooperative Education” beginning on page 72 gives additional samples of reporting forms (i.e., weekly workplace journal report forms, teacher work ethic report card, and student work experience evaluation). All forms can be adapted to the internship program.
5. The assigned director or classroom teacher will be allowed appropriate time to supervise the students at the worksite.
6. The Internship will follow the *Course Content Guidelines* as provided by the Department of Education – Career & Technical Education Department. (See Appendix.)

(School Name)

Career & Technical Education Internship

Application Instructions:

- ☐ Complete the entire form below and return it with a copy of your latest high school transcript to (teacher) in Room (##) by due date.
- ☐ Follow-up with your teachers to be certain that they have submitted the recommendation forms.
- ☐ You will not be considered for admission into the program until at least three teachers recommendations (from core courses only) have been received by the above date.
- ☐ You will be notified if you have been accepted into the program.

Personal Information:

First Name	Middle	Last	
Address		Advisory Teacher	
City	State	Zip	Birthdate
Social Security Number	Father's Name	Mother's Name	
Phone Number			

Academic Information:

GPA	Grade Level	Academy/Career Cluster
-----	-------------	------------------------

Four primary courses I have passed in my career major are:

Two secondary courses I have passed in my career major are:

--	--

Courses you are currently taking this (semester/year):

_____	_____
_____	_____

References:

You must provide the teachers you list below with a Recommendation Form and an envelope with (teacher's name) name on the outside of the envelope. Have each teacher complete the form and place it in the envelope. Collect the forms (in the sealed envelope) and return them to the Internship instructor. Five copies are attached.

1. _____
2. _____
3. _____
4. _____
5. _____

Career & Technical Education Internship

Teacher Recommendation Form

Dear Teacher:

The teacher recommendation is a very important part of the selection process for choosing students to participate in this program. Since the instructor may not know many of the student applicants, he/she will rely heavily upon your honest appraisal.

Rating a student on a scale of one to five does not always lend itself to an accurate profile; therefore, please include any specifics in the comment section that would be helpful.

Complete this form; place it in the envelope provided by the student, seal and return to Internship instructor mailbox or (Room ____), or you may give the sealed envelope to the student.

Thank you

Student's Name: _____

Rating: (1-poor, 3 average, 5 outstanding) – Please circle and total the score.

<input type="checkbox"/> Attitude	1	2	3	4	5
<input type="checkbox"/> Acceptance of responsibility	1	2	3	4	5
<input type="checkbox"/> Peer relationships	1	2	3	4	5
<input type="checkbox"/> Achievement/apptitude	1	2	3	4	5
<input type="checkbox"/> Participation in class	1	2	3	4	5
<input type="checkbox"/> Leadership	1	2	3	4	5
<input type="checkbox"/> School attendance	1	2	3	4	5
<input type="checkbox"/> Always on time	1	2	3	4	5

TOTAL _____

Comments:

Verification:

Teacher's Signature _____
Date



NEW

Attention: Seniors '07

Course Name: Career and Technical Education Internship

INTERNSHIP - -

An academic, curriculum-based practical work experience program in which the work experience is related to the student's academic and career goals.

Internship Advantages

1. Helps fulfill the requirements for receiving a diploma endorsement
2. Open to all seniors
3. Earn a course credit toward graduation
4. Receive classroom instruction and worksite experiences in your selected career cluster

Internship Requirements

1. Must have passed four primary courses and two related courses in your selected career cluster
 2. Must have good attendance and discipline records
 3. Must complete an application (pick up application in Room _____)
 4. Must have teacher and/or administrator recommendation
 5. Must provide your own transportation
 6. Must have parental permission
- See (teacher's name) for more details

USE OF THE RESOURCE MANUAL

USE OF THE RESOURCE MANUAL

This manual is designed to provide classroom lessons that address workplace issues that student interns may encounter. The manual also includes lessons that will enhance the students' professional development through personal growth and experience. Teacher discretion will determine the sequence of lessons. Each lesson is designed to guide the teacher in preparing for the lesson. The teacher is provided a guide for preparing the lesson, an overview of the lesson, and the lesson activity. Many lessons will give a variety of activities. The individual teacher will determine the activities most appropriate for their class.

The lessons have been placed throughout the manual under the tabbed section that seems "most appropriate." The sequence a teacher follows will be determined by student and employer need.

A comprehensive list of lessons is provided in the table of contents with reference to its location in the manual.

STRUCTURE OF CLASSROOM TIME

STRUCTURE OF CLASSROOM TIME

Students are required to participate in a minimum of 60 minutes of classroom instruction per week (refer to *Bulletin 741 – Work-Based Learning* in the Appendix). It is recommended that class time address the following:

1. A general discussion and de-briefing with all of the students discussing their experience at work that week
2. A prepared curriculum lesson from this Internship Curriculum Resource Manual
3. A student generated research report, presentation, demonstration, etc.
4. Time to focus on the work experience for the upcoming week

Examples for discussions, activities, and assignments for each of the four areas of instruction outlined above follow:

1. General discussion and de-briefing with all of the students discussing their experience at work that week.

- Leading questions to stimulate classroom discussion

Examples:

“If you had to take a picture of your week and develop it, what would we see?”

“In one word, describe this week.”

“There are positives and negatives in everything we do; name one positive and one negative from this week.”

“How is the business site different from the classroom in handling _____?”
(Examples: behavior, dress code, quality of work, tardiness, absences, etc.)

“Did anything new happen at your worksite this week? How did this impact you or the project you were working on?”

Select a current news event that has the potential of impacting the workplace and have the students discuss it. (Examples: the hurricane devastation on the area, HIPPA laws that affect the workplace, OSHA safety regulations)

Have the students give their definition of the work habit that will be the topic for the lesson. Have them cite examples of how they have seen this habit demonstrated in a positive/negative way. What impact did it have both positively/negatively? (Examples: teamwork, attitude, ethics, etc.)

Pose a scenario that is related to the lesson –find a real life example to share with the class, if possible. Have the students generate the solutions for the problem. Then share with them the real life solution.

- Journal entry prompts

Examples:

Give students a character trait word the week before (loyalty, compassion, honesty, etc.) and have them write a journal entry about how they saw this trait in their workplace.

Have the students narrate a day from their week.

Give the students quotes about working and careers, and have them explain the quote using examples from personal experience.

“If you were the boss for a day, what would be the first thing you would change at your worksite and why?” Talk about the impact the change would make on the employees, production, or work environment.

“How did your work week affect you? Did you feel confident about what you did? Did anything make you nervous?”

“I feel that my assigned worksite is good for me because.....” or “I am not sure that I am assigned to the correct worksite because.....”

“The most important thing that I have learned from being in the workforce is ..”

“The most important lesson that a teacher can give to a student before they go into the workplace would be to.....”

- Classroom Presentations

Examples:

Have students take a digital camera to work and take pictures of the different work stations. Then explain them in a PowerPoint. (Make sure the student has obtained permission from their employer before any pictures are taken.) An example would be to have the student create ten (10) slides with specific subject matter required. He/she would need a slide to represent: their work space, people they work with, a symbol of the work they do, the work team in action, a finished product, external environment, something he/she is interested in sharing, something unusual about the work place, etc.

Have students research a specific job or work situation related to their worksite. Present their findings to the class.

Have students prepare a poster with examples of “Dress for Success” or design a wardrobe.

Make a commercial for yourself.

Show tools of the trade – bring items from work or show something they are working on.

Make a presentation on - “What I want to be and why.”

Conduct round table discussions where everyone listens, asks questions, and learns from their classmates’ experiences.

2. Prepared curriculum lessons available in this curriculum manual include:

- Attitude
- Communication Skills
- Communicating in Various Settings
- Confidentiality
- Dependability
- Diversity – If You Prefer
- Diversity & Tolerance in the Workplace
- Entrepreneurship
- Ethics
- Initiative
- Interpersonal Skills
- Leadership
- Loyalty
- Problem Solving
- Quality of Work
- Reasons for Job Loss
- SCANS
- Safety
- Stress Management
- Team Work
- Technical Writing
- Technology
- Time Management
- Using Resources
- Vision
- Work Behavior

3. Student-generated research projects, papers, and presentations. Suggested topics include:

- Pioneers of the trade (Bill Gates, Oprah Winfrey....)
- The birth of a successful company
- Effective marketing strategies for self and for company

- Interesting people in business
- Historical transformation or steps of a successful company
- The effects of drugs on work performance
- Violence in the workplace
- Globalization of business and how it affects local jobs
- The impact of “outsourcing” on employment opportunities
- Current topics as related to the job (natural disasters, Enron...)
- Balancing work/life
- Effects of turnover on the workplace
- Projections for employment opportunities for the next 10 years

4. Focus for worksite experience next week:

- Select the lesson that will be taught at the end of the work week (taken from the list of curriculum established in #2 above). Make the students aware of the topic and challenge them to return to class with examples of the topic as they observe it, journal about it, or give a corresponding article to read about it.
- Have the students develop a list of questions they would like to have answered. Allow the students to focus on one or more of these questions. Require them to talk to their employer and work colleagues to answer the questions.

COURSE ORIENTATION

COURSE ORIENTATION

1. Objectives:

The teacher will prompt discussions to review the following points detailing the objectives of an internship. The student should:

- Gain career experience in an area related to the student's chosen career cluster/area of concentration
- Experience the "realities" of the workplace
- Master skills related to a specific career field
- Develop workplace skills including communication, teamwork, and interpersonal relationships
- Establish relationships in the workplace
- Acquire experience to include on their résumé

2 Characteristics:

The teacher will use the worksheets provided to complete the discussion about the characteristics of the course. The student will complete the following activities:

- Internship vs. Cooperative Work Programs—Activity—Have the students complete the Intern vs. Co-op worksheet provided. Review and discuss the statements about the differences between the two programs.
- Instructional Time and Workplace Experience—Activity—Have the students break into two groups. One the worksheet – "Workplace Experience." After the groups complete their designated worksheet, a class discussion should pursue.

3. Responsibilities:

The teacher should use the 2005 *Louisiana Work-Based Learning Manual* (LWBLM) to review responsibilities for the: student, parent, teacher, and employer. Refer to the tabbed section "Internship." Examples are provided under the Training Agreement section. Access LWBLM at <http://www.louisianaschools.net/lde/uploads/7638.pdf>.

4. Regulations:

- Review and use the forms provided in the 2005 *Louisiana Work-Based Learning Manual* (LWBLM) tabbed section "Internship." Be attentive to the sections regarding legal age, insurance, and medical treatment.
- Check local employers for forms related to:
 - Confidentiality
 - Blood test and/or immunizations
 - Drug screening
 - Finger printing

5. Documentation:

Review and use the forms provided in the 2005 LWBLM which can be accessed at <http://www.louisianaschools.net/lde/uploads/7638.pdf>.

- Use the table “Student Documentation Form” (page 32) to track the students’ acquisition of the necessary documentation needed to enter the workforce.



Career and Technical Education Internship - Activity



Internship vs. Co-op Program

Read the characteristics of the workplace experience and identify it as being characteristic of an internship program (**I**), a cooperative work program (**C**) or both (**B**).

- _____ A worksite evaluation is conducted each grading period.
- _____ The program is set up for juniors or seniors.
- _____ The work experience is generally designed for the duration of the school year.
- _____ Student's responsibility is to work an average of 10 hours per week.
- _____ Work experience must include financial compensation.
- _____ State and federal labor laws must be followed.
- _____ Hours of work generally occur during the school day.
- _____ The student receives Carnegie unit(s) based on the length of work experience.
- _____ The program is for seniors only.
- _____ The duration of the work experience will vary according to individual needs.
- _____ The experience can be paid or non-paid, depending on the site.
- _____ Students can earn their 90 hour work experience for a Career and Technical diploma endorsement.
- _____ An agreement is set up before the work experience to outline expected objectives.
- _____ Students have a responsibility to work a minimum of 15 hours per week.
- _____ Students are enrolled in a corresponding class that relates to the work experience.



Career and Technical Education Internship - Activity



Internship vs. Co-op Program Answer Key

Read the characteristics of the workplace experience and identify if it would be for an internship program (I), a cooperative work program (C) or both (B).

- (B) A worksite evaluation is conducted each grading period.
- (I) The program is set up for juniors or seniors.
- (C) The work experience is generally designed for the duration of the school year.
- (I) Student's responsibility is to work an average of 10 hours per week.
- (C) Work experience must include financial compensation.
- (B) State and federal labor laws must be followed.
- (I) Hours of work generally occur during the school day.
- (B) The student receives Carnegie unit(s) based on the length of work experience.
- (C) The program is for seniors only.
- (I) The duration of the work experience will vary according to individual needs.
- (I) The experience can be paid or non-paid, depending on the site.
- (B) Students can earn their 90 hour work experience for a Career and Technical diploma endorsement.
- (B) An agreement is set up before the work experience to outline expected objectives.
- (C) Students have a responsibility to work a minimum of 15 hours per week.
- (C) Students are enrolled in a corresponding class that relates to the work experience.



Career and Technical Education Internship - Activity



INSTRUCTIONAL TIME – Before & During Internship

List some of the steps to take when seeking an internship or a job.

-
-
-
-
-
-

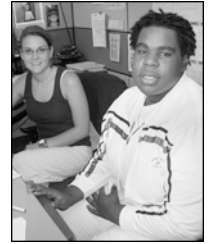
How will you know which worksite is right for you?

Give examples of problems that may come up in the worksite after you begin your work experience.

So, what do you need to know before you get in the workplace!



Career and Technical Education Internship - Activity



INSTRUCTIONAL TIME – Before & During Internship (Examples for Responses)

List some of the steps to take when seeking an internship or a job.

- *Determine the student's interest, abilities*
- *Gather appropriate documents to prepare to enter the work force*
- *Look for job opportunities in the area – want ads, labor department, contacts*
- *Complete a resume, fill out job applications*
- *Get prepared for interviews – dress codes, practice appropriate responses*
- *Make contacts to set up interviews*

How will you know which worksite is right for you?

You have looked at your own personality, abilities, interest, and aptitude, and it is a good match. You have researched the company. Their work schedule, daily work tasks, and general business ethic meet your expectations. It is reasonable for you to transport yourself, and you can work the schedule they are requesting of you. This work experience will help you to gain experiences that can help you pursue your career goals.

Give examples of problems that may come up in the worksite after you begin your work experience.

You may not feel prepared to complete the work assigned to you. The company may not offer you the work experiences you hoped to acquire. You may not like what you are being asked to do. There may be work colleagues that you are having difficulty relating to. Your schedule or personal situation may change and offer problems to your work time. You may question a policy or requirement of the work place that you do not understand or agree with. Friends may try to interrupt your time at work with personal business. Your parents or guardians may not agree with something that is happening at work.

So, what do you need to know before you get in the workplace!

Where do I find the documents I need (I've lost my social security card)? How do I write my resume? What is the best way to answer the interview questions? What should I wear to the interview? What is the correct way to address the boss? Can we review phone etiquette? What are the laws that affect HIPPA, OSHA safety, confidentiality, harassment? What do I do if a problem with the workplace arises? Do we need to review some technology pointers on PowerPoint, emailing?



Career and Technical Education Internship - Activity



WORKPLACE EXPERIENCE

List some of the benefits gained by having a workplace experience.

-
-
-
-
-
-

Describe some of the challenges that you may face once you become a member of the workforce.

Identify issues that will change: Classroom vs. Workplace

Issue	Classroom	Workplace
(Example) Dress	Uniforms, casual, stylish, “worn out or distressed look”	Dress clothes Professional Safety oriented (steel toe boots)



Career and Technical Education Internship - Activity



WORKPLACE EXPERIENCE (Examples for Responses)

List some of the benefits gained by having a workplace experience.

- *Determine if this is the right career choice for you*
- *Learn first hand what skills and education are in this career*
- *Network and make contact with potential employers*
- *Contribute volunteer hours that could help get you into your curriculum*
- *Make a contact that could lead to a “paid” work experience during the summer*
- *Gain work experience and references for your résumé*

Describe some of the challenges that you may face once you become a member of the workforce.

You may be lacking some skills or experiences that the employer needs you to possess. You may be required to work independently to solve problems and complete projects. You will be asked to relate to the adults in the work place, and you do not have experience with this situation. You may have to change the way you dress, speak and interact. You need to be dependable at work. You may have to work with people you do not personally like. You may need to conduct research on how to solve problems. You will have to juggle multiple schedules – work, school, extra curricular. You must produce good quality work. You must represent the company well. You must learn to keep private the work you do if it is of a sensitive nature.

Identify issues that will change: Classroom vs. Workplace

Issue	Classroom	Workplace
(Example) <i>Dress</i>	<i>Uniforms, casual, stylish, “worn out or distressed look”</i>	<i>Dress clothes Professional Safety oriented (steel toe boots)</i>
<i>Use of Language</i>	<i>Very casual, can use slang terms, sometimes inappropriate words slip out</i>	<i>Must use more formal language, clean up the words used</i>
<i>Punctuality & attendance</i>	<i>Have generous rules about missing school -- not severe consequences</i>	<i>Review the consequences for missing work or being late consistently</i>
<i>Selection of friends or acquaintances</i>	<i>Student has choices to make of who they associate with</i>	<i>Many times you are assigned a work group; you may not always like the person</i>

JOB-SEEKING SKILLS

JOB-SEEKING SKILLS

Prior to successful placement, the following considerations and preparations should be made:

- Establish student worksite placement based on skills, interest, aptitude, personality, and need.
- Generate a list of worksite possibilities in your community. Teacher/student should collaborate on possible job sites found in the yellow pages, want ads, job postings from the Department of Labor, Chamber of Commerce, and friends and family members.
- Brainstorm on how to work with the community through an awareness campaign to civic organizations, media, economic development, chamber of commerce, professional organizations, and the Department of Labor.
- Make a general contact. The teacher or worksite developer can make the initial contact – based on student need.
- Applications for employment should be secured from the sites that are considering participation in the internship program.
- Students should review and discuss with the teacher effective strategies for conducting their job search and for successfully completing applications, résumés, and interviews. The attached activity pages provide key points for discussion. Further information and practice forms are provided in the *Work-Based Learning Manual* referenced below.
- Students complete exercises in filling in applications, writing cover letters, résumés, and preparing for the interview.

Teacher and student should refer to the 2005 LWBLM – tabbed section “Basic Employment Skills” on pages 257-279. The LWBLM can be accessed at <http://www.louisianaschools.net/lde/uploads/7638.pdf>. In this section you will find samples of: completing the job application, writing a résumé, preparing a cover letter, and preparing for the interview. Students should provide the teacher with evidence of proper documentation before beginning the application and interview process. Use the forms provided in this section for recording student documents.

Additional information is provided in the following lessons and activities.

- 10 Tips for a Successful Job Hunt
- Job Application: A Guide to Successful Completion
- Writing A Résumé
- Getting Ready for the Interview
- Student Documentation Form



Career and Technical Education Internship - Activity



TIPS FOR A SUCCESSFUL JOB HUNT

Searching for a new job can be overwhelming. There are over 20,000 possibilities to choose from. There are some tips on how to find your dream job – part of being successful in the workplace is to find the right job for YOU!

Follow these tips to help you match your skills, aptitude, abilities, and passion to your career choice:

- **Get to know yourself.** It is time to take a good look at what interests and motivates you.
- **Take career assessments.** There are many aspects to finding the right job. Look at your personality, life style preferences, skills, aptitude, interests, and values. Each of these aspects should be considered.
- **Ask your family and friends.** Sometimes we are not aware of our natural abilities and skills. Those closest to us may have a good insight into potential jobs that we overlook. Good sources for this information could be teachers, family, friends, and neighbors.
- **Take charge of your career.** Once you have determined your skills, interests, abilities, etc. then you need to go about making the opportunity happen for you. It is predicted that you will change careers 5 – 7 times during your work life. Find jobs that will help you advance to your professional goal.
- **Understand what motivates you.** People are motivated by different things. Some people are driven by financial rewards. Motivation for others may come from humanitarian reasons, wanting recognition, contributing to the environment, or a multitude of other reasons.
- **Look for a company that feels right to you.** Find an organization or company that seems to be aligned with your value system.
- **Be willing to explore.** You may have to “try out” a company to see if it fits. Stay open-minded to changing jobs if one company does not quite feel right.
- **Find practitioners in your career field.** Your best ally in the job marketplace is someone who has expertise in the career field that you are interested in. They can help you plan and maneuver your way into the career you desire.



Career and Technical Education Internship - Activity



JOB APPLICATION: A Guide to Successful Completion

This information will help to give you pointers for successfully completing a job application. Before you fill out a job application you should have a current résumé. The résumé will provide all the information you need. If you do not have a résumé, now might be the time to create one.

Many employers use applications as a way of standardizing the information they obtain from all job-seekers. Your goal is to complete the application as completely and honestly as you can - remembering that the application is a key marketing tool for you in the job-hunting process. Remember that some employers will use your application as a basis for deciding whether to call you for an interview.

Here are pointers for completing job applications.

- If you need to fill out the application on site, arrive prepared with the information you need. Be sure to bring your résumé, social security card, driver's license, etc. You will also need addresses and phone numbers of previous employers. It is always better if you have too much information than not enough.
- Read and follow instructions carefully. Always take a few minutes to review the entire application. Think of the application as your first test in following instructions.
- Complete the application as neatly as possible. Neatness and legibility count; the application is a reflection of you. Type it if possible; if completing it by hand, be sure to use only a blue or black pen - and consider using an erasable pen. To neatly fix minor mistakes, neatly draw one line through the error and then write the correct information. Do not fold, bend, or otherwise mark the application.
- Direct your responses to the job you are seeking. Include experience from all sources, including previous jobs, school, clubs, organizations, and volunteer work.
- Do not leave any blanks. If there are questions that do not apply to you, simply respond with "not applicable," or "n/a." Do not write "see résumé" when completing the application (but you can certainly attach your résumé to the application).
- Do not provide any negative information. Your goal with the application is to get an interview. Providing negative information (such as being fired from a job) just gives the employer a reason not to interview you.
- Always answer questions truthfully. Many applications ask your reason for leaving your last job. If you were fired or downsized, you should try to be as positive as possible and leave

longer explanations for the application; some experts recommend writing "job ended" as the reason you left your last job.

- Do not put specific salary requirements. It is best to say "open" or "negotiable."
- Provide references. Select people who will provide objective information about you. Pick your references carefully - and make sure you ask if they are willing to be a reference for you before you list them. Select past co-workers, teachers, respected community leaders, or adults that can speak about your character or work ethic.
- Keep your application consistent with your résumé. Make sure all dates, names, titles, etc., on your application coincide with the information on your résumé.
- Proofread your application before submitting it. (Check for all errors—especially typos and misspellings.)

Be prepared for all kinds of job applications, take your time and do the best you can, keep in mind the goal of the application - getting you an interview. If you have not heard from the employer within a week of submitting your application, you should follow-up with the employer. There is truth to the "squeaky wheel" cliché. Ask for an interview—and ask to have your application kept on file.



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WRITING A RÉSUMÉ

What is the purpose of a résumé?

A résumé is a prerequisite for a personal interview. You will probably not get an interview without one. It lets employers know about you.

The following statements explain why you compile a résumé.

1. It is helpful when you answer an ad.
2. A résumé serves as a “calling card” for a prospective employer.
3. Employment agencies expect one when you apply with them to assist in job searches.
4. A résumé is an effective tool for direct job searches through the mail.
5. A résumé makes it easier to have recommendations written by teachers and former employers.

What information should your résumé include?

1. Name
2. Address
3. Phone number
4. Job objectives (state type of job you would like with the company)
5. Education (schools, major courses, grades, courses that relate to your job objective)
6. Extracurricular activities (clubs, hobbies, your interests which have direct bearing on your job objective)
7. Work experience (list part-time, summer, or volunteer jobs)—Include useable work skills you have acquired both in and out of school (computer software skills, taking patient vital signs)
8. Affiliations (professional organizations, religious groups, and civic or social organizations)
9. References (former co-workers, teachers, adult friends)

How should you format the résumé?

1. Limit your résumé to one or two pages.
2. Use standard size paper.
3. Make it look organized and neat.
4. Type the résumé.
5. If you are mailing the résumé, have a cover letter explaining the job for which you are applying. A cover letter should introduce the applicant and arouse the interest of the employer.

Final Note: It is important to have an updated résumé at all times. Job promotions or job offers can occur at any time. By having an up-to-date résumé, you give yourself the opportunity for job interviews that may lead to higher pay and moving up the job ladder.



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GETTING READY FOR THE INTERVIEW

Take Time to Prepare

1. Research the job, company, and interviewer.
2. Practice answering questions.
3. Improve your appearance—haircut, shine shoes, iron clothes, etc.
4. Confirm the date, time, place, and parking procedures.
5. Eat right, rest well, and try to reduce stress in your life.
6. Prepare extra copies of your résumé, and supply work samples when possible.
7. Consider what it is you want from the company (salary, work schedule, work tasks to perform, etc.)

Arrive Early

1. Make sure you arrive at least 10 – 15 minutes early.
2. Review your notes.
3. Relax by taking deep breaths, and focus on your interview purpose.

During the Interview

1. Offer a firm handshake and make eye contact.
2. Be enthusiastic and address the interviewer by name (addressing the interviewer by using his/her title: Mr., Mrs., Dr., Ms.)
3. Use your résumé as your guide for talking about your skills, experiences, and job objective.
4. Be specific about your skills and how they apply to the job opportunity. Emphasize your qualifications.
5. Exhibit a positive attitude.

Closing the interview

1. Summarize your qualifications and interest(s) in the job.
2. Thank the interviewer for his/her time and the opportunity he/she have given you.
3. Find out about the next step. When can you expect to hear from him/her? Should you follow up with a phone call to the interviewer?
4. If a job offer is made, be sure to take the time to evaluate it. Make sure it meets the criteria you have set for the correct job fit. Find out when the company needs to have your answer.
5. Be sure to send a thank you letter. This is important even if you are not offered the job. It puts your name before the interviewer again, and it may help you with future job opportunities with that company.
6. Always review your performance. Determine what you did well and what you need to improve.

Student Documentation Form

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Student's Name	Age	Social Security Number	Birth Certificate	Driver's License	Proof of Insurance	Confidentiality Form	Other (drug screen, finger printing, etc.)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							

WORKSITE: EXPECTATIONS

WORKSITE: EXPECTATIONS

Before students begin their worksite experience, review the tabbed section of the 2005 LWBLM - “Internship,” and review the section on preparing work-site mentors/supervisors. The manual can be accessed at <http://www.louisianaschools.net/1de/uploads/7638.pdf>. A *training memorandum or agreement should be completed before the internship begins.*

The following classroom lessons are recommended to help the student establish their work ethic and understand the serious nature of this work experience. Teacher discretion will determine the order of lessons taught.

- Confidentiality
- Diversity & Tolerance
- Ethics
- Quality of Work
- Safety
- SCANS
- Work Behavior

CONFIDENTIALITY



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Lesson Title: Confidentiality

Teacher Prep:

1. Prepare the transparency with definition of confidentiality and confidentiality agreement.
2. Prepare duplicates of handouts with scenarios.
3. Chart paper and markers.

Overview: To understand why all businesses have confidentiality policies.

Activity One: Opener

Read the following passage to the class.

You went to the doctor for a physical. The doctor orders blood work because he thinks you may be anemic. When you are checking out, you realize the receptionist is your brother's ex-girlfriend, Melissa. She sees on your chart that you had blood work done and asks you if everything is okay. Later that day, Melissa's friend goes to the doctor and when she was checking out, Melissa tells her you were in earlier and had some blood work done.

Ask the students the following questions:

1. Do you think it was appropriate that your brother's ex-girlfriend told her friend about your doctor's visit?
2. Do you think that type of information should have been kept confidential?

Activity Two: Discussion

- Teacher asks students to give a definition of confidentiality.
- Put up the transparency and go over the definition of confidentiality.
- Explain to the students that some businesses or companies require their employees to sign a confidentiality agreement.
- Explain to the students that some businesses protect their trade secret by making all employees sign a confidentiality agreement and read the following example.

Karen works for her Aunt Betty, who is a baker. Aunt Betty is known for having the best icing in town. Karen sees all of the recipes and even helps make the icing. Karen's friend, Jill, comes in to pick up a cake she ordered for her son's birthday. Jill tells Karen that she can make a cake as good as Betty, but she can't get the icing to taste right.

1. What is Jill asking Karen to do?
2. What should Karen do in response to Jill's comment?

Activity Three: Scenarios

Divide the class into five groups and give each group one of the scenarios, chart paper, and markers.

When all groups have completed their answers, have the groups present their findings to the class. After each group completes their presentation, ask them the following question:

What problems do they think the company would encounter without a confidentiality policy?

Activity Four: Brainstorm

Have each student brainstorm about what confidentiality policies his/her place of employment has or might have and why they may or may not have a policy.

CONFIDENTIALITY

- Ensuring that information is accessible only to those authorized to have access.
- An ethical principle associated with many professions (e.g., medicine, law, religion, journalism).

CONFIDENTIALITY AGREEMENT

- Often used to prevent employees from revealing secret or proprietary knowledge during and/or after their employment or association with a business or company.
- If an agreement is breached, an employer will have evidence of what was agreed and protection through the law.

Scenario 1

Dr. Bob was employed for several years as the part-time occupational health physician for Healthcom, a large manufacturing company. He left to take another position in a different part of the country. He was later asked to give evidence, in court, concerning treatment provided to a Healthcom employee. Dr. Bob contacted the nurse at Healthcom and asked for copies of the records to be sent to him so that he could refresh his memory before giving evidence. He told the nurse because he had written the records it would not be a breach of confidentiality.

Draw the following on chart paper and answer the questions.

Briefly describe the situation	Do you think a confidentiality policy is in place?
Do you think a confidentiality policy has been broken?	How could this situation have been handled?

Scenario 2

Nurse White was leaving the factory when she saw an employee leaving the parking lot on a motorcycle. Three weeks previously, the employee's diabetes had become unstable and he suffered several hypo-glycemic attacks and had been hospitalized. After going through an extensive rehabilitation, he had been allowed to return to work while he was monitored for a new insulin regime. However, he had been told by his doctor and consultant that he must not drive until his condition was stable. He had been moved from his job in the warehouse, which included driving a fork-lift, to a desk job.

Draw the following on chart paper and answer the questions.

Briefly describe the situation	Do you think a confidentiality policy is in place?
Do you think a confidentiality policy has been broken?	How could this situation have been handled?

Scenario 3

June and Calvin, both lawyers, were at lunch one day. June mentioned that she received a call that morning about defending a woman in what she thought was going to be a high profile divorce case. Calvin said that he too received a call to defend a man in what he also thought would be a high profile divorce case. They then realized that they were defending the husband and wife. They then began talking about the case.

Draw the following on chart paper and answer the questions.

Briefly describe the situation	Do you think a confidentiality policy is in place?
Do you think a confidentiality policy has been broken?	How could this situation have been handled?

Scenario 4

Mrs. Hood is a teacher at Berryville High. At a Christmas party, a student's aunt asked her about her niece's grades and behavior. Mrs. Hood told her that her grades were average and if she would complete her homework, her grades would be better. Mrs. Hood also told her that she talks back and that she needs to learn how to respect people. Monday, Mrs. Hood received a call about her comments to the student's aunt from the student's mother.

Draw the following on chart paper and answer the questions.

Briefly describe the situation	Do you think a confidentiality policy is in place?
Do you think a confidentiality policy has been broken?	How could this situation have been handled?

Scenario 5

A school counselor is meeting with two students who are having major disagreements with each other. The counselor has also been meeting with the students' parents. At one meeting with one of the mothers, the counselor tells her that the other student is having problems at home, which may be causing him to act out towards her son. The mother became upset and said that is no reason to fight with other students. She said that all teenagers have problems at home. The counselor, being enraged by the mother's behavior, told her that the child is being beaten on a daily basis and has had many broken bones because of the beatings.

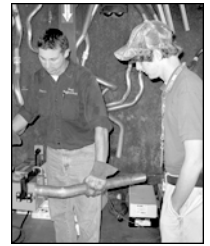
Draw the following on chart paper and answer the questions.

Briefly describe the situation	Do you think a confidentiality policy is in place?
Do you think a confidentiality policy has been broken?	How could this situation have been handled?

DIVERSITY AND TOLERANCE IN THE WORKPLACE



Career and Technical Education Internship



Lesson Title: Diversity and Tolerance in the Workplace

Teacher Prep: Preview lesson; make room on the board for students to write responses.

Overview: The students will identify the awareness of diversity and discuss strategies for tolerating diversity in the workplace. Discuss the meaning of “unity in diversity” and “strength in diversity.”

Activity One: Opener—Ask students to define *diversity*, *unity*, *strength* and *tolerance* in their own words.

Activity Two: Group Discussion/Notes

1. Define the following words and write the definitions in their notes.
 - a. **Diversity:** Variety of human social structures, belief systems, and human characteristics; includes race, ethnicity, language, nationality, religion, gender, personality characteristics, culture, and socio-economic status.
 - b. **Unity:** The quality or state of being made one.
 - c. **Strength:** (*as applied to this discussion*) Force as measured in numbers—effective numbers of any body or organization.
 - d. **Tolerance:** Sympathy or indulgence for beliefs or practices differing from or conflicting with one's own.
2. Suggested discussion questions:
 - a. In what ways is this class diverse?
 - b. Considering the diversity in this class, what potential problems might arise?
 - c. In your current workplace, what diversity exists? (Refer to the definition of diversity)
 - d. How is the diversity handled in your workplace?

*** Note to teacher: throughout this lesson, continue to guide students to think of ALL elements of diversity, not just race. Ex: handicaps, language, socio-economic status (classes)**

Activity Three: Brainstorm

1. Repeat aloud the definition of tolerance. Write the word tolerance on the board. (Allow room for students to write on the board.)
2. Ask students to brainstorm words that come into their head when they think of tolerance. As a word comes into their head, allow them to go to the board and write it down.

Possible words might include: government, money, guns, media, teaching kids, relationships between: countries, families, classmates, coworkers, friends, society,

patience, kindness, understanding others (including other races) immigration, will, love, respect, forgiveness, compassion, education, technology/information, and drugs.

3. Discuss the words on the board.

Activity Four: Discussion

Discussion questions concerning—“unity in diversity” and “strength in diversity”

1. Why would a workplace encourage “unity in diversity”?
2. How would “strength in diversity” improve a workplace?
3. Why is it important to be tolerant of coworkers who are different than you?
4. You have a coworker whose religious beliefs do not allow for her to work on Saturdays. Therefore, he or she is never required to work on Saturdays. Would this scenario bother you and what might be done about it?
5. You and a coworker have worked in the same place for the same amount of time. Your coworker is much older than you and he gets promoted simply because of his age. How would you use this lesson on tolerance and diversity to handle the situation?

Something To Think About: We have discussed diversity and tolerance today. What have you learned, and how can you apply this to your current work situation?

ETHICS



Career and Technical Education Internship



Lesson Title: Ethics

Teacher Prep:

1. A dictionary might be needed for Activity 1.
2. Schedule time in a computer lab with Internet access for Activity 2.
3. Duplicate "Quotes on Ethics" or create a transparency.
4. Preview the dilemmas for Activity 2.
5. Duplicate chart for Activity 2.
6. Duplicate "What Would You Do?" handout.

Overview: To get the students thinking about possible ethical decisions they may encounter in their working situations. By making them understand what their values and beliefs are now, they will be better equipped to handle future ethical dilemmas.

Activity One: Opener—Analysis of Ethics

1. Discuss the definition of ethics. List the students' responses on the board, evaluating each for accuracy. Use the information below or do your own research.
 - definition: the philosophical study of moral values and rules; a sense of right and wrong
 - synonyms: morality, virtue, rightness, goodness
2. Either select a quote for student reflection or give the students a copy of the quotes handout to make a choice for reflection. Debrief by discussing several interpretations and meanings. Have students give examples of how a chosen quote could be applicable in their lives. (This could be used as a journal entry.)

Activity Two: Group Activity—Institute for Global Ethics

1. Have the students log on to www.globalethics.org and click on the 'dilemmas' link on the left toolbar. You may allow each group to select a dilemma or you can assign one to each group. For copyright purposes copies of the dilemmas must be accessed by the individual classes and cannot be provided herein.
2. Have the students meet with their group to discuss varying viewpoints.
3. Individually or as a group the students will use the chart provided. You might need to create a more applicable chart for some dilemmas.
4. If time allows, conduct a class discussion of the dilemmas and choices made.

Activity Three: Independent Practice: (This can be done in class or as a homework assignment.)

1. Distribute a copy of "What Would You Do?" to each student.
2. The students can be assigned any number of dilemmas on which to work.
3. A class debriefing session will assess student progress in decision making skills and where they are as far as personal values clarification. Be sure to allow openness and a safe environment for all student values. You are not to teach right and wrong, but allow them to formulate their own opinions. However, do interject from a legal standpoint.

Activity Four: Something to Think About—(This could also be a journal entry or given as a writing assignment to be turned in over the next week. Final format should be left to the teacher's discretion.)

Assignment: Identify an ethical virtue you possess. Describe a situation in which this virtue has helped you to make a good ethical choice. Analyze your feelings toward the outcome.

Additional Resources:

Right Livelihood: The Twelve Ethics of Work, \$14.00, www.ethicsofchoice.com

QUOTES ON ETHICS

All my growth and development led me to believe that if you really do the right thing, and if you play by the rules, and if you've got good enough solid judgment and common sense, that you're going to be able to do whatever you want to do with your life.

----*Barbara Jordan*

Action indeed is the sole medium of expression for ethics.

----*Jane Addams*

Ethics is a code of values which guide our choices and actions and determine the purpose and course of our lives.

----*Ayn Rand*

Russian-American novelist/philosopher (1905-1982)

There's a hole in the moral ozone and it's getting bigger.

----*Michael Josephson*

American ethicist

Activity 2**Title of Dilemma:**

CHOICE #1	CHOICE #2
<u>PROS</u>	<u>PROS</u>
<u>CONS</u>	<u>CONS</u>

What is your decision, Choice #1 or Choice #2?**Write a paragraph explaining in detail the reason for your choice.**

WHAT WOULD YOU DO?

Directions: Select from the following dilemmas to apply the steps listed below.

Dilemmas

D#1: You are working for someone who asks you to do something illegal.

D#2: You are being sexually harassed at work.

D#3: A co-worker is being sexually harassed at work.

D#4: Your boss asks you to run errands for him or do personal tasks on company time.

D#5: You get in the habit of running off personal items on the company's copy machine and taking other office supplies to use at home.

D#6: Your co-workers encourage you to record more hours of work than you actually spent on a task.

D#7: You and your co-workers talk about items of confidentiality with each other and family members.

D#8: You and your co-workers regularly goof off when there is work to be done.

Steps

Step 1: Identify the ethical issue.

-I am torn between _____ and _____.

Step 2: Write an analysis of each value in conflict.

Step 3: Who will be affected by my decision? Explain how each is affected.

Step 4: List your options giving pros and cons for each option.

Step 5: Select a course of action and describe your reasons for making this choice.

QUALITY OF WORK



Career and Technical Education Internship



Lesson Title: Quality of Work

Teacher Prep: Prepare a transparency/slide of Quality of Work handout.

Overview: To introduce quality of work and its importance.

Activity One: Individual Practice or Group Activity—Understanding Quality of Work

Have students examine the quotes below and answer the following questions:

1. What does each quote mean?
2. How do all the quotes relate to each other?

Quote 1: The best ad is a good product.

----Alan H. Meyer

Quote 2: Quality means doing it right when no one is looking.

----Henry Ford

Quote 3: It is quality rather than quantity that matters.

----Lucius Annaeus Seneca 5BC-65AD

Quote 4: Good is not good where better is expected.

----Thomas Fuller

Quote 5: People forget how fast you did a job--but they remember how well you did it.

----Anonymous

Quote 6: If you think satisfying customers is expensive...consider not satisfying them.

----Anonymous

Activity Two: Discussion—Defining Quality of Work

1. Have students discuss the following definition and example of quality of work.

Quality of work means how adequately a task is performed. All employers expect you to complete your work carefully, accurately, and thoroughly. Poor work quality may reduce high productivity. For example, if a construction worker mistakenly uses the wrong metal brace in the foundation of a building, the building is not as strong as it should be. When the building inspector notices the error, that part of the building must be dismantled and redone. This wastes time and resources, thus lowering productivity.

Quality of work is very important to a company's success. Customers who receive high-quality goods or services come back for repeat business. This is why employers want their workers to do good work.

2. Have students answer the following questions:
 - How important is quality of work at your work site? Give examples or explain.
 - What could you do now at your work site to improve your quality of work?
3. Have students examine the following words. What do they have to do with quality of work?

attendance
reputation

enthusiasm
initiative

punctuality
motivation

pride

Activity Three: Something To Think About

Group Research: Some U.S. manufacturers have moved their plants overseas. Officials from these companies claim that U.S. workers are less productive and less concerned about high quality work than their foreign counterparts. Is this an accurate statement? Explain your answer. Locate a business that has located abroad. Tell us about it.

QUALITY OF WORK

The best ad is a good product.

-----Alan H. Meyer

Quality means doing it right when no one is looking.

-----Henry Ford

It is quality rather than quantity that matters.

-----Lucius Annaeus Seneca 5BC-65AD

Good is not good where better is expected.

-----Thomas Fuller

People forget how fast you did a job--but they remember how well you did it.

-----Anonymous

If you think satisfying customers is expensive... consider not satisfying them.

-----Anonymous

DEFINING QUALITY OF WORK

Quality of work means how adequately a task is performed. All employers expect you to complete your work carefully, accurately, and thoroughly. Poor work quality may very often reduce high productivity. For example, if a construction worker mistakenly uses the wrong metal brace in the foundation of a building, the building is not as strong as it should be. When the building inspector notices the error, that part of the building must be dismantled and redone. This wastes time and resources, thus lowering productivity.

Quality of work is very important to a company's success. Customers who receive high-quality goods or services come back for repeat business. This is why employers want their workers to do good work.

WORDS TO THINK ABOUT

Attendance

Enthusiasm

Punctuality

Pride

Reputation

Initiative

Motivation

JOB SAFETY



Career and Technical Education Internship



Lesson Title: Job Safety

Teacher Prep:

1. Prepare student copies of the “Safety Quiz” and the “Role-Play Evaluation Form.”
2. Make one copy of the “Ten Basic Safety Rules” handout and cut it up into individual rules.
3. Prepare a transparency of the “Ten Basic Safety Rules” handout.

Overview: To identify and interpret basic safety rules for the job site.

Activity One: Opener

Read the following passage to the students:

In order to deliberately do something, day after day, you have to have a reason. You eat three meals every day because you need food to live. You sleep eight hours or so every night because you need the rest. You go to work every day because you need the money.

Have you ever stopped and examined your reasons for working safely?

Ask the students to list reasons why safety at work is important.

Example answers:

- *If you're injured, you will not be able to earn the money you need to support yourself*
- *Just not wanting to be hurt or in pain*
- *Job injuries can effect other physical activities*
- *Head injury could change the ability for you to function in everyday life*

Read the following to the students:

A workplace accident can change everything in an instant. When you think about how much is resting on your shoulders, working safely is certainly worth it. Working safely is really a small price to pay for being able to improve your life.

Activity Two: Individual Practice—Safety Quiz

Have the students take the safety quiz. When they have all completed the quiz and calculated their score, read the following:

Add the points you received on your safety quiz. Let's see how safety conscious you are. If your score is:

Over 58: Excellent. Excellent attitude, habits, and a bright and safe future.

47-58: Good. Select five areas for improvement and try to change your "once in a while" to "usually."

36-46: Lucky. You're lucky if you have never been in an accident. Work on changing your "once in a while" or "never" to "usually" in your weak areas.

Under 36: Time Bomb. You are an accident waiting to happen. Better start work on at least five dangerous habits today!

Activity Three: Group Activity—Cooperative Learning – Role-Play

Ask the students to brainstorm and generate a list of general safety rules for all workplaces. List student answers on the board and discuss.

Divide the class into ten groups and give each group a safety rule. Tell them not to discuss their rule with the other groups. Instruct the students to come up with a role-play activity displaying one correct and one incorrect safety scenario illustrating their rule.

After all the groups have come up with their skit, pass out the role-play evaluation form. As each group is presenting their rule, have the other students evaluate their work.

When everyone is finished, put the "Ten Basic Rules" transparency up and discuss each rule.

Activity Four: Something To Think About

- Did you participate in any type of safety training at your work site?
- Are safety rules posted in your work area?
- Provide evidence of safety rules being followed at your work site.
- What would you do if you observe safety rules being violated?

SAFETY QUIZ

Directions: What is your safety score? Circle the answer that you think best describes your own practices.

Safe Practices

1. I wait until after work to let off steam or participate in "horseplay."
usually once in a while never
2. I read labels before using chemicals.
usually once in a while never
3. I use the right equipment, even when it takes longer.
usually once in a while never
4. When I see a spill, I clean it up.
usually once in a while never
5. When I start a new job, I ask questions to make sure I understand how to do it right.
usually once in a while never
6. I come to work well-rested and awake.
usually once in a while never
7. My home is equipped with a fire extinguisher.
usually once in a while never
8. Emergency police, medical, and fire numbers are posted where all can easily find them.
usually once in a while never

Safe Conditions

9. When the proper safety equipment is not available, I let my supervisor know right away.
usually once in a while never
10. I inspect the area I am responsible for.
usually once in a while never
11. I make sure the equipment being used is in good condition.
usually once in a while never
12. When I see a condition that might be dangerous, I take care of it myself or report it right away.
usually once in a while never
13. I know the hazards of my job, and I do not begin until I have taken all necessary precautions.
usually once in a while never
14. I disconnect plugs from outlets by pulling on the plug, not the wire.
usually once in a while never

Safe Attitudes

15. I stay focused on the task at hand.
usually once in a while never
16. When I am angry, I take a "time out" before going back to a possible dangerous task.
usually once in a while never
17. When I see a situation that might be dangerous, I report it.
usually once in a while never
18. When I know a coworker is taking drugs or drinking, I let my supervisor know.
usually once in a while never
19. I come to work in a good state of mind.
usually once in a while never
20. I am careful to put out matches, cigarettes, or fires completely.
usually once in a while never

Award yourself three points for each "usually," two points for each "once in a while," and one point for each "never" answer.

TEN BASIC SAFETY RULES

- 1) Follow instructions. Do not take chances; if you do not know, ASK.
- 2) Correct or report unsafe conditions.
- 3) Help keep the job site clean and orderly.
- 4) Use the right tools and equipment for the job.
- 5) Report all injuries immediately to your supervisor no matter how minor. Get first aid treatment, if necessary.
- 6) Use, adjust, and/or repair equipment only when authorized.
- 7) Use personal protective equipment. Wear safe clothing. Keep items in good condition.
- 8) No horseplay. Avoid distracting others.
- 9) When lifting, bend your knees. Get help for heavy loads.
- 10) Comply with all safety rules and signs.

Rule #1 – Follow instructions.			
Role-play #1		Role-play #2	
Correct	Incorrect	Correct	Incorrect
Why or why not?		Why or why not?	
Rule #2 – Correct or report unsafe conditions.			
Role-play #1		Role-play #2	
Correct	Incorrect	Correct	Incorrect
Why or why not?		Why or why not?	
Rule #3 – Keep the job site clean and orderly.			
Role-play #1		Role-play #2	
Correct	Incorrect	Correct	Incorrect
Why or why not?		Why or why not?	
Rule #4 – Use the right tools and equipment for the job.			
Role-play #1		Role-play #2	
Correct	Incorrect	Correct	Incorrect
Why or why not?		Why or why not?	
Rule #5 – Report all injuries immediately.			
Role-play #1		Role-play #2	
Correct	Incorrect	Correct	Incorrect
Why or why not?		Why or why not?	

Rule #6 – Use, adjust, and repair equipment only when authorized.	
Role-play #1	Role-play #2
Correct Why or why not?	Correct Why or why not?
Incorrect	Incorrect
Rule #7 – Use personal protective equipment.	
Role-play #1	Role-play #2
Correct Why or why not?	Correct Why or why not?
Incorrect	Incorrect
Rule #8 – No horseplay.	
Role-play #1	Role-play #2
Correct Why or why not?	Correct Why or why not?
Incorrect	Incorrect
Rule #9 – When lifting, bend your knees.	
Role-play #1	Role-play #2
Correct Why or why not?	Correct Why or why not?
Incorrect	Incorrect
Rule #10 – Comply with all safety rules and signs.	
Role-play #1	Role-play #2
Correct Why or why not?	Correct Why or why not?
Incorrect	Incorrect

SCANS SKILLS



Career and Technical Education Internship



Lesson Title: SCANS Skills

Teacher Prep:

1. Prepare student copies of “SCANS Skills Survey.”
2. Have the following items available for student use: poster boards, markers, old magazines, construction paper, glue, and scissors.

Overview: To identify workplace skills and competencies necessary to compete in the modern job market by reviewing SCANS Skills documents.

Activity One: Opener—SCANS Skills Defined

Have a student read the following paragraph aloud to the group.

SCANS—Secretary's Commission on Achieving Necessary Skills—was established in 1990 by Elizabeth Dole, Secretary of the Department of Labor. The Commission's duty was to establish the competencies and employability skills desired in workers competing in the 21st century job market. The Commission interviewed businesses, educators, and labor unions. In 1991, the U.S. Department of Labor issued the SCANS report. These 36 crucial workplace skills are categorized as “Foundation Skills” and “Workplace Competencies.” The Foundation Skills consist of basic skills (classic reading, writing, and arithmetic), thinking skills, and personal qualities. The Workplace Competencies are comprised of the ability to manage resources, use information, work with others, understand systems, and use technology.

Activity Two: Individual Practice—SCANS Skills Survey

Have each student complete a SCANS Skills Survey. After a few minutes, allow students time to share and discuss these areas concentrating on their own strengths.

Activity Three: Individual Practice—Action Plan

Ask each student to select three of their own weaknesses and develop a plan of action to address those weaknesses. Display their plan on a poster board. (Action plans usually include goals, methods to be used, and target dates for improvement.) As a motivational technique, the teacher may wish to hang posters in the class and put a sticker/smiley face, etc., on the poster each time the student demonstrates an improvement in one of his/her weak areas.

Activity Four: Individual Practice—Practicing Basic Math Skills

Copy the following chart on the board. Tell students:

You work in your parish courthouse collecting fines from law violators. Funds are divided according to the chart below. Compute the dollar amount distributed to each branch of government.

Fines Collection (Supply Current Date)		
Distributed to	Percentage	Dollar Amount
State	30%	
Parish	40%	
Research	20%	
Judge's fund	10%	
Total collected for today		\$10,530.80

Answers:

State.....\$3159.24

Parish.....\$4212.32

Research.....\$2106.16

Judge's Fund.....\$1053.08

SCANS SKILLS SURVEY

Foundation Skills

- **Basic Skills** (Reading, Writing, Arithmetic)

	Strength	Weakness
Can/Do you:		
understand and interpret written information?	_____	_____
clearly communicate ideas and information in writing?	_____	_____
add/subtract, multiply/divide, and compute decimals/fractions/measures?	_____	_____
select and apply appropriate math concepts to solve problems?	_____	_____
pay attention and respond to verbal messages from others?	_____	_____
organize your ideas and communicate orally?	_____	_____

- **Thinking Skills**

	Strength	Weakness
Are you an idea person?	_____	_____
Can/Do you:		
consider information/issues when making choices or taking action?	_____	_____
determine solutions to problems?	_____	_____
picture in your head how a situation might play out?	_____	_____
apply concepts to real-world problems?	_____	_____
arrive at a conclusion from a set of information?	_____	_____
organize your ideas and communicate orally?	_____	_____

- **Personal Qualities**

	Strength	Weakness
Do you:		
stick with a job until it is done and give it your best shot?	_____	_____
accept a fair part of the blame when something does not go right?	_____	_____
have a healthy view of yourself?	_____	_____
treat others with kindness and caring?	_____	_____
keep your self-control when you are under pressure?	_____	_____
set realistic goals that you progress toward?	_____	_____
choose ethical courses of action?	_____	_____

Workplace Competencies

- **Managing Resources**

	Strength	Weakness
Do you:		
use your time wisely, give your job a full day's effort, and take care of priorities?	_____	_____
operate within a budget, keep proper records, and cut cost?	_____	_____
properly store and maintain equipment and materials?	_____	_____
distribute work with these skills in mind?	_____	_____

- **Using Information**

Can /Do you:

use research sources such as the library, the Internet, professional journals?

keep good records?

find what you are looking for when you need it?

analyze data and explain its meaning to others?

use basic office programs such as word processing, database, and spreadsheet?

Strength

Weakness

- **Interpersonal Skills**

Can /Do you:

contribute to group efforts, and share leadership with all members?

help others learn needed knowledge and skills?

try to satisfy your client/customer?

motivate your peers?

offer constructive criticism and guidance?

engage in give-and-take in decision making situations?

work well with people from diverse backgrounds?

Strength

Weakness

- **Systems**

Do you:

recognize the structure of an organizational or technical system?

recognize how the parts of the structure interconnect and affect each other?

determine if a part of a system is not performing, predict the results of the performance problem, and make the appropriate adjustments?

look for more efficient or cost-effective ways to do something and then make suggestions to change the system that is in place?

Strength

Weakness

- **Technology**

Do you:

select appropriate equipment and methods for a task?

carry out the procedures and achieve the goal of the task using selected technology?

do preventive maintenance, identify a problem, and determine solutions for selected technology?

Strength

Weakness

Information taken from:

Advanced Technology Environmental Education Center

500 Belmont Road Bettendorf, Iowa 52722

<http://www.ateec.org/curric/activities/scans.html>

WORK BEHAVIOR



Career and Technical Education Internship



Lesson Title: Work Behavior

Teacher Prep:

1. Duplicate the handout “What would you do?”
2. Cut questions apart, and drop them into a basket/decorated bag. (The teacher may want to set a time limit on Activity 2, depending on the depth of the student responses.)
3. Determine student groups for Activity 3.

Overview: To develop an understanding of what is meant by the term “appropriate work behavior” in the work environment.

Activity One: Discussion—Setting Ground Rules

Teacher explains:

Because individuals are unique, they react differently to given situations. However, in the work environment it is very important that employees follow a “Code of Conduct” that is both ethically and morally acceptable. In some situations the rules are stated in a company policy manual. But, sometimes this proves to be quite a challenge because not all behaviors are specifically addressed. For the tough situations, the Golden Rule would apply: Do unto others as you would have them do unto you. Sometimes you will need to use your good judgment or common sense to help you figure out what to do.

Read the following example and allow students to discuss it with the class:

Suppose you are getting paid less than you think you deserve. Does that justify returning from your lunch break 15 minutes late on a regular basis?

After a brief discussion, share with the students that he/she is getting paid an honest day’s rate for an honest day’s work. When you agreed to go to work for the company, you also agreed to work for the pay rate that was stated in the contract you signed. Always remember that getting ahead (increased pay rate or promotion) will not result from this inappropriate behavior.

Activity Two: Scenario—“What Would You Do?”

Allow a student to draw a question and respond to it. After the student responds, the teacher may want to add a few comments of his/her own. (See attached handout.)

Activity Three: Group Activity—Develop a Conduct Code

Group assignment: (Divide the class in groups of 3-4 students.)

Develop a “Code of Conduct” that specifies the rules that employees should follow in treating co-workers, including supervisors and subordinates, with respect.

After 10-15 minutes, have a spokesperson from each group share their “Code of Conduct” with the class.

Possible student responses might be:

- a. Respect the written rules in your office.*
- b. Be supportive of co-workers – recognition for good work and positive feedback.*
- c. Be appreciative and accepting – please and thank-you goes a long way.*
- d. Value cultural diversity – be understanding and patient with co-workers from different ethnic backgrounds.*
- e. Be loyal – don’t criticize co-workers or gossip about the company.*
- f. Take the initiative – get the job done without being told.*
- g. Be flexible and adaptable to change – our world is changing everyday, get on board or be left behind.*
- h. Be a team player – share in the work responsibilities for the good of the company.*
- i. Cooperation is the key to success – if you do not like a particular idea, offer an alternative suggestion.*
- j. Participate in or attend office social activities – creates goodwill and allows time to relax with your co-workers.*
- k. Treat everyone equally and fairly – it is against the law to discriminate against anyone on the basis of ethnic background, sex, sexual orientation, religion, physical disabilities, etc.*

WHAT WOULD YOU DO?

1. You work as a sales associate in a clothing store. A close friend asks you to “turn your back” as he puts an item in his pocket. He says, “What’s the big deal? People shoplift all the time.” What would you tell your friend?
2. It is midmorning and you are trying to concentrate on your job. Your boyfriend/girlfriend calls on the phone and wants to talk about the disagreement you had last night. What would you tell him/her?
3. You are working as a cashier at a supermarket. It is a slow night, not very many customers. How can you make the best use of your time between customers?
4. A co-worker of yours is constantly telling racially slurred jokes that make you feel a bit uncomfortable. How would you handle the situation?
5. Yesterday you did some shopping and wrote a personal check for your purchases. Today while at work you realize that you might not have enough money in your account to cover that check. Is it OK to go online and check your banking account information?

6. You are working in a lab setting where employees are expected to wear safety glasses for personal protection. Your lab partner refuses to wear his glasses when the boss is not around. How would you handle this situation?
7. Betty and you have been assigned to work on a team project for your company. Betty's contribution to the project just does not seem to be the quality you had hoped for, and your project completion time is fast approaching. What would you do?
8. You are a customer service representative and part of your job is to greet customers. You are really angry right now with your parents for trying to "tell you what to do." It seems that your anger at your parents has been transferred to your customers because one of them has reported you to the boss for rudeness. What can you do to rectify the situation?
9. Is it ever OK to take items/supplies from work? Explain. If you see a co-worker taking items home at the end of the day, what would you do?

10. At lunchtime several co-workers gather together on a daily basis to eat and enjoy each other's company. Today while you are joining them, they begin to gossip about another co-worker's personal business. How would you handle this situation?
11. You notice that Sally, the receptionist, often leaves confidential patient documents on her desk unattended. There have been many times that other patients come in to register, and Sally is away from her desk. What would be the appropriate thing to do?
12. You are working on a team of three to complete a project at work. All three of you have a different idea about how to best complete this project. Offer some suggestions to your group regarding how to solve this dilemma.
13. Your boss has given you five tasks to complete today. How would you decide which task to tackle first? What would you do if you do not get to all five tasks by quitting time?

14. You notice that John, a co-worker, always seems to be negative about everything around the office. Other co-workers, including you, are beginning to avoid John. John comes to you and asks, “Why are the workers avoiding me?” Offer John a few suggestions that might improve his attitude.
15. You and Sam both work for a company that employs about a dozen individuals. You dislike Sam very much. What are some things that you can do to “get along” for the sake of all office workers involved?
16. What would you do if you feel another employee is making inappropriate advances toward you at work?
17. You work at a fast food restaurant preparing the food. What precautions should you take to insure that the food is appropriately prepared?
18. You work as a pizza delivery person. Tell about the driving habits that you should display.
19. When your boss tells you to “put your best foot forward,” what is he referring to?
20. Is it OK to have a personal e-mail account on your company’s computer? Explain.

21. What would you do if a co-worker makes you feel uncomfortable by sending an email to you that contains sexually explicit language or jokes?
22. You and a coworker both share the same job title, education level, and number of years' work experience. Your coworker is of the opposite sex. He/She makes more money than you. How would you approach the subject of equal pay with your boss?

WORKSITE: BE SUCCESSFUL

WORKSITE: BE SUCCESSFUL

The following lessons have been designed to help the students continue to develop good work habits and have a successful experience in the work place. The sequence of lessons taught is based on teacher discretion. Student and employer needs will determine which lessons should be covered first.

- Attitude
- Communicating in Various Settings
- Communication Skills
- Dependability
- Diversity – If You Prefer
- Initiative
- Interpersonal Skills
- Loyalty
- Reasons for Job Loss
- Team Work
- Technical Writing
- Technology

ATTITUDE



Career and Technical Education Internship



Lesson Title: Attitude and the Workplace

Teacher Prep:

1. Prepare a transparency of “The Parable of the Mule.”
2. Prepare student copies of the “Handout on Attitudes.”

Overview: To teach students how to determine acceptable attitudes that may be displayed in the workplace.

Activity One: Opener—Understanding Attitudes

Discuss the transparency “The Parable of the Mule” and the mule’s attitude. Identify the positive traits revealed through the parable and discuss how these traits affect the students’ day to day lives.

Activity Two: Group Activity—Attitude of an Entrepreneur

Part One-

Read the “Handout on Attitudes” (Person One: Albert Einstein and Person 2: Tom Cruise). Have the students try to guess the identity of the person using the characteristics on the handout. Then as a group discuss the questions below:

1. Did either man allow their educational disabilities to stop them from pursuing their dreams?
2. How did their attitude about life affect their future success?
3. Read the quote below and discuss how its meaning pertains to the Albert Einstein and Tom Cruise bio provided:

Everything can be taken from a man but ... the last of the human freedoms – to choose one’s attitude in any given set of circumstances, to choose one’s own way.

----VICTOR FRANKL

Part Two-

Have the students research their favorite entrepreneur. Then have students create a trading card (*think baseball card format*) that includes: a picture, brief biography, and a list of achievements of their entrepreneur. After students have completed their cards, allow them to present them to the class. In addition, have the students explain the reason(s) they choose their particular entrepreneur.

List of possible entrepreneurs:

Oprah Winfrey

Henry Ford

Estee’ Lauder

Donald Trump

Walt Disney

Bill Gates

Ted Turner

Jennifer Lopez

Activity Three: Something To Think About

One aspect of a positive attitude is people know they can always count on you and your willingness to help. Think about how dependability is important in the workplace and generate a list of examples. *(Discuss with students personal examples about why a positive attitude is important in the work place.)*

Optional Activity: Show a biography of one of the listed entrepreneurs and examine how our society would be affected if he/she did not exist.

THE PARABLE OF THE MULE

There once was a farmer who owned an old mule. One day the mule fell into the farmer's well and the farmer heard the mule crying. After carefully assessing the situation, the farmer sympathized with the mule, but decided that it wasn't worth saving the mule or the well. As a result, he called his neighbors together, told them what had happened, and asked them to help haul dirt to bury the old mule in the well and put him out of his misery.

At first the old mule was hysterical, but as the farmer and his neighbors continued shoveling and the dirt hit his back, a thought struck him. It occurred to him that every time a shovel load of dirt landed on his back, he could shake it off and step up. And so he did! Blow after blow he repeated to himself, "Shake it off and step up... shake it off and step up... shake it off and step up."

No matter how painful the blows or how distressing the situation seemed, the old mule fought panic and just kept right on shaking it off and stepping up. It wasn't long before the old mule, battered and exhausted, stepped triumphantly over the wall of the well. What seemed like actions to bury him actually helped him - just because of the way he handled his adversity.

HANDOUT ON ATTITUDES

Person Number One

- He was born in Ulm, Germany and was rejected by many teachers who claimed they were unable to deal with such a poor student.
- He moved on to Milan, Italy and applied to the Swiss Federal Institute of Technology.
- He was rejected because of poor test scores on the entrance exam.
- He eventually got in and went on to get a Ph.D. from the University of Zurich.
- He helped introduce the quantum sciences.
- He gave the world the Theory of Relativity.

Can you guess who it is?

Person Number Two

- He was born in Syracuse, New York, and was rejected by the academic community in high school because of dyslexia.
- When his parents divorced, he moved to Kentucky with his mother.
- Because of poor academic performance, he quit high school and moved to New York City.
- Trying to be an actor, he was rejected at one audition after another.
- Finally, he was given bit parts in *Endless Love* and *Taps*.
- Ultimately, he went on to star in *Risky Business*, *Top Gun*, and *Born on the Fourth of July*, for which he received a Golden Globe award.
- Then he made *Mission Impossible*, *Jerry McGuire*, and many other movies.

Can you guess who it is?

COMMUNICATING IN VARIOUS SETTINGS



Career and Technical Education Internship



Lesson Title: Communicating in Various Situations – Levels of Language

Teacher Prep:

1. Preview lecture before instructing students.
2. Notes may be written on board during lecture or can be used in a PowerPoint presentation or an overhead projector.

Overview: The students will identify various types of communication and analyze the appropriate situations for each type of communication.

Activity One: Opener

1. Would you speak the same way:
 - a. to a priest or preacher that you speak to your friends?
 - b. to your grandmother that you speak to your friends?
 - c. with your boss that you speak to your friends?
2. Why do we speak to or address certain people differently?

Activity Two: Group Discussion/Notes—Types of Language Lecture (students should take notes during lecture.)

1. Five types of language usage: **technical, regional, slang, cultural, and formal**
2. Technical Language
 - a. Definition: Language that relates to a particular subject or field of expertise.
 - b. Examples: Football players use words that only apply to football—touchdown, quarterback, and linebacker; while surgeons use words that only apply to surgery—scalpel, anesthetic, and penicillin.
 - c. Independent practice: Write the following fields of expertise on the board and ask students to list words that would be considered technical—ballerina, horseback rider, baseball player, photographer, teacher, chef, karate instructor (teacher may add any other applicable fields appropriate to internship job interest.)
 - d. Application: Discuss the role of technical language in the following situation:
An automobile mechanic is explaining a specific problem with a car to (1) another auto mechanic (2) a person who has little knowledge of cars.

3. Regional language
 - a. Definition: Speech particular to a geographical area.
 - b. Examples: In New England, words and phrases are used such as “frost heaves” (bumps in the road), “rotary” (traffic circle), and “nor’easter” (storm from the northeast).
 - c. Independent practice: Write the following topics on the board and have students identify how they would be used in different parts of the country (suggested responses in parenthesis): Goodbye (Aloha), hello (hey, hi), narrow strip of water (bayou, river), expensive item (spendy, pricey), grouping cities within a state (parishes in Louisiana; counties in the rest of the country)
 - d. Application: Discuss the following topics.
 - 1) How can communication problems arise when speaking with someone from a different part of the world or country?
 - 2) There is a movement to try to standardize American English and to eliminate regional terminology. What do you think about this? Can it be done? Should it be done?
4. Slang
 - a. Definition: Informal, nonstandard vocabulary used with a particular group; changes with time.
 - b. Examples: I was *bumped out* by that grade. *Chill out!* It’s not that bad.
 - c. Independent practice: The following is a list of general terms. Ask students to rephrase the terms using the slang terminology that they use today. The teacher should also make a list of his or her own experience with using or hearing slang associated with the generic terms. **Be sure to tell students to keep this clean. There is a difference between slang and vulgarities/curse words.** LIST: *Cute girl, cute boy, ugly girl/boy, worn-out car, really nice car, expensive jewelry, great party, a really great thing, a really bad thing, being very happy, being very angry.*
 - d. Application: Do you use slang all of the time or do you use it only in certain situations? What are the most common slang terms that you use? What slang terms would your parents understand? What do you think when adults use slang when trying to communicate with teenagers? Is there ever a time when slang is not appropriate? Should you use slang when writing a paper or speaking formally? Why or why not?
5. Cultural terms (also known as colloquialisms)
 - a. Definition: Words, phrases or expressions used by a certain cultural group.
 - b. Example: any soft drink in the south might be referred to as a “coke,” whereas in other parts of the country, a soft drink might be referred to as “soda” or “soda pop.” When addressing a large group of people, southerners might say “y’all” and northerners might say “you or yous guys.”

- c. Independent practice: Brainstorm a list of people or cultures that might be unfamiliar. Then try to use words that might be used in that area. (Ex: Jewish, Southwestern, North, Cajuns, New Yorkers, etc.). Then make a list of words or phrases that are only used in your area. (Be careful not to use slang terminology at this point. Students must distinguish between the types of language.)
 - d. Application: Do you think people in big cities or smaller cities would have access to a variety of cultural terms? What should you do if you hear a term in which you are unfamiliar while conversing with others?
6. Formal language
- a. Definition: Language used that is grammatically correct and completely appropriate in formal situations. No slang or profanity is used.
 - b. Example: Speeches given during funerals, weddings, graduations; discussions at business meetings or formal dinners
 - c. Independent practice: Write a five-sentence paragraph introducing yourself to a possible employer. Include their name and title, your name and why you would be the best person for the job. Be sure to write as formally as possible and exclude any slang or colloquialisms. Share them aloud and discuss whether or not the paragraph was written using complete formal language.
 - d. Application: What situations have you been in that required the use of formal language?

Something To Think About: Ask students how they can apply what they learned to various conversation settings. Refer to the questions asked during the warm-up and discuss whether their opinions have changed. Also, discuss how this new information would apply in a job setting. (Ex: Should slang be used around your boss or customers? Is it necessary to always speak formally?)

COMMUNICATION SKILLS



Career and Technical Education Internship



Lesson Title: Communication Skills

Teacher Prep: Prepare copies of handout “Tips to Help You Communicate at Work.”

Overview: The learner will explain the value of good communication skills and identify appropriate listening skills.

Activity One: Opener

Ask students which connotations come into their head when they think of the word “communication.” Ask students which connotations come into their head when they think of the word “miscommunication.” Which is more desirable?

Activity Two: Group Activity—Listening

Ask students if miscommunication has any connection to poor listening skills. Tell them that they will test their listening skills.

- Assign partners or allow students to choose a partner. Instruct them to get out a clean sheet of paper and a writing utensil and put them on their desk.
- Ask them to designate one partner to be “A” and one partner to be “B.” Instruct partners to sit back to back so that they cannot see each others’ page.
- Instruct both partners to draw a simple design using shapes and lines. Encourage them to avoid drawing too much detail. Once the pictures are drawn, instruct partner “B” to turn over his paper so that a clean sheet appears.
- Next, instruct “A” to describe to “B” how to draw the picture.
- The objective is to communicate effectively and listen clearly in order to produce a replica of the partner’s artwork.
- Repeat instructions so that “B” is giving instructions and “A” is receiving them.

When the students have completed this activity, discuss with them any communication problems that arose, and praise the students who produced almost identical images. Identify the connection between communication and listening. (Good communication skills require good listening skills.)

Activity Three: Group Activity—“Tips to Help You Communicate at Work”

- Handout “Tips to Help You Communicate at Work.”
- Divide students into groups.
- Ask each group to choose one of the tips on the handout and prepare a brief skit or role-playing scenario that emphasizes the importance of the tips.
- Allow students to present their dramatizations to the class.
- After each presentation, allow the class to evaluate the performance and discuss each individual tip.
- Discuss tips not covered in the group presentations.

Something To Think About: Ask students to explain the importance of good communication skills in the workplace and how communicating effectively can win the respect and admiration of employers and coworkers.

TIPS TO HELP YOU COMMUNICATE AT WORK

- Good written and verbal communication skills are highly valued by employers.
- Good communication skills can be applied to both client communication and communication with coworkers.
- Any communication with a client will reflect on everyone at your place of work and everything you do at your place of work.
- Be willing to say “I’m not sure about that. Let me find out for you.”
- Communication can be verbal and nonverbal.
- The way that you dress communicates nonverbally to others about your personality.
- Both verbal and nonverbal communication should be: clear and coherent, consistent, accurate, thoughtful, and reciprocal.
- Communication is a two way street: **GOOD LISTENING SKILLS** are a must!

DEPENDABILITY IN THE WORKPLACE



Career and Technical Education Internship



Lesson Title: Dependability in the Workplace

Teacher Prep: Poster boards and markers.

Overview: To teach students the definition of dependability as it relates to the workplace.

Activity One: Discussion/Scenario—Understanding Dependability

Part One

Discuss the scenario below with students:

On a cold winter morning, you get into your car to go to school. As you put your keys into the ignition, nothing happens. Unfortunately for you, no one else is home, and you have a really big group project that must be presented today. How will your car's failing to start effect your day? Your group?

Explain to the students how employers depend on employees, like we depend on our vehicles.

Part Two

Have students get into groups. Using a poster board, instruct students to identify the possible outcomes if the following professionals were not dependable:

Doctors	Policeman
Garbage man	Fireman
Pizza delivery man	Hair stylist
Postman	Teacher
Pharmacist	Bank teller
President of the United States	Babysitter

Activity Two: Discussion—Dependability vs. Inconsistency

Discuss the questions:

1. How do you think being absent contributes to being dependable? How does missing work affect a workplace (for both employer and employee)?
2. If you were an employer, who would you rather hire: a highly educated inconsistent worker, or a less intelligent dependable worker? Why?
3. In the restaurant business, consistency is important, because people expect their food to taste a certain way. Give examples of how consistency affects other companies.

4. Explain the quote below:

Ability is a wonderful thing, but its value is greatly enhanced by dependability. Ability implies repeatability and accountability.

----Robert Heinlein

Activity Three: Something to Think About

Employers have to feel like they can depend on their employees in order to promote them. What other personal traits do employers consider when deciding on placing an employee in a leadership position?

Redefine dependability in everyday life.

DIVERSITY – IF YOU PREFER



Career and Technical Education Internship



Lesson Title: Diversity – If You Prefer

Teacher Prep:

1. Label each corner of your room A, B, C, D.
2. Prepare “If you prefer....” handout, teacher copy only.

Overview: The students will discuss diversity and how it is relevant in our schools and communities. The students will play a game that allows them to recognize their similarities and their differences regarding diversity.

Activity One: Group Activity

Procedures:

1. Tell students that today’s lesson is about diversity. Diversity is the act of being different. Each student has probably already identified at least one person in the class with which they feel they have absolutely nothing in common. Tell them to keep that person in mind as they play the following game. (NO actual names should be mentioned!)
2. Ask students to stand. Tell students that as you say an “If you prefer ____ statement, they will move to the corresponding corner.” (*Ex. If you prefer A. dogs, B. cats, C. reptiles or birds, D. NONE, they’re too messy*)
3. Use the “If you prefer...” handout for suggested questions for this activity.
4. Tell students to keep in mind the person or people they feel they have nothing in common with as they move around the room.

Discussion:

1. Ask students (*without naming names*) how many of them ended up in the same corner (*at least once*) with the person they had in mind?
2. Were you surprised at how much you had in common with some people and how little you had in common with others?
3. Did you learn anything new about someone that you didn’t know before?

Something To Think About:

While we have all learned that there are some things we have in common, we also realized that there are many differences among us. Diversity exists whether we like it or not. It is also something that makes society and our community unique and complex. It adds culture and personality, and it sets each of you apart. You should think of ways you can celebrate diversity (*your own and others*).

“If you prefer...”

1. If you prefer...
 - a. cats
 - b. dogs
 - c. reptiles/birds
 - d. none, they're all too messy
2. If you prefer...
 - a. Mexican food
 - b. Italian food
 - c. rice & gravy
 - d. Chinese food
3. If you prefer...
 - a. Alternative Rock
 - b. R&B/Hip Hop
 - c. Country
 - d. a little bit of everything
4. If you prefer French fries from...
 - a. Popeye's
 - b. McDonald's
 - c. Sonic
 - d. Wendy's
5. If you had a fight with your sibling or family member:
 - a. this morning
 - b. last month
 - c. in the last year
 - d. never
6. If you would prefer to own a...
 - a. pick-up truck
 - b. sports car
 - c. SUV
 - d. motorcycle
7. If your preferred method of exercise is...
 - a. going to the gym
 - b. working out w/video
 - c. walking/running
 - d. clicking buttons on remote (couch potato)
8. If you prefer toin your spare time
 - a. talk on the phone
 - b. read a good book
 - c. sleep
 - d. shop
9. If you prefer....
 - a. Coke
 - b. Dr. Pepper
 - c. Mountain Dew
 - d. other (*have students tell you*)
10. In your lifetime would you prefer to be famous for...
 - a. an athletic ability
 - b. an intellectual ability
 - c. a heroic event
 - d. an artistic ability

INITIATIVE



Career and Technical Education Internship



Lesson Title: Taking Initiative at Work

Teacher Prep: Prepare student copies of the article “Deciding What Is Important.”

Overview: To learn how to take the initiative in the workplace.

Activity One: Discussion—Understanding Initiative

1. Have students define the word *initiative*. Have them list examples of taking initiative and explain why it is important.
2. Allow students to share initiatives they have taken in their personal and work life.
3. Have each student list possible consequences in their life if they do not take the initiative.
4. Allow students to brainstorm ways that they can take the initiative at their work site now to improve their job performance.

Activity Two: Group Activity—Five Ways to Take Initiative at Work

Divide the class into five groups. Give each group a topic from the list below. Have them define the topic and list ways to get this topic accomplished in the work place. Have each group present their answers when everyone is done. Teacher should work with each group to guide them towards the correct answers.

1. Think Outside the Box

Definition: *Out-of-the box thinking requires openness to new ways of seeing the world and a willingness to explore. Out-of-the box thinkers know that new ideas need nurturing and support. They also know that having an idea is good but acting on it is more important. Results are what count.*

Tools to Accomplish: *Thinking outside the box requires different attributes that include:*

- *willingness to take new perspectives on their day-to-day work*
- *openness to do different things and to do things differently*
- *focusing on the value of finding new ideas and acting on them*
- *striving to create value in new ways*
- *listening to others*
- *supporting and respecting others when they come up with new ideas.*

2. Do Your Homework

Definition: *Preparation is often the key to success in any endeavor. You will be more successful in convincing others that what you believe is the right thing, if you are armed and ready with the facts.*

Tools to Accomplish: *Taking the initiative to do your homework means doing the basic research necessary to back up your claims, such as*

- *obtaining necessary information*
- *determining costs and benefits*
- *making calculations, and/or*
- *gaining buy-in from others who will be affected.*

3. Take Action

Definition: *Taking action can often be a scary proposition. It would be much easier to wait for your boss to make the decision and take the responsibility to tell you what to do and when to do it. However, progressive companies realize that they need employees at all levels who are willing to make decisions and take action.*

Tools to Accomplish: *Employees are encouraged to:*

- *take chances*
- *make decisions, and/or*
- *be willing to take responsibility for their actions.*

4. Make Improvements

Definition: *One of the easiest—and most effective—ways for employees to take initiative is to be on the lookout for ways to improve the work processes, products, services, and systems that are a vital part of how the organization does its business.*

Tools to Accomplish: *The closer you are to an organization's actual product, the greater the chance is that you have more daily contact with its real business—its customers, clients, products, and services—than do those who are higher up the ladder. Take advantage of this and look for ways to improve in these areas and offer suggestions.*

5. Have Perseverance and Persistence

Definition: *Employees who excel at taking initiative usually must also persist in the support of the ideas and actions in which they believe. It often takes a certain degree of courage to take initiative in the first place. But to persist—even over the objections of your manager or others—takes even more commitment and courage.*

Tools to Accomplish: *This type of initiative can, at times, include overcoming the resistance of higher-ups or of entrenched policies and systems that work to ensure the maintenance of the status quo.*

Activity Three: Something to Think About

Have students read the short article, “Deciding What Is Important,” and answer the following questions:

1. Why do you think the article states that you should rank your initiatives?
2. Do you feel that you should spend time on all initiatives even if they do not have a large impact on the organization?
3. The article states that you should not take initiative if it is someone else’s responsibility. How do you feel about this? If you do take that initiative, what are some results that may occur?

DECIDING WHAT IS IMPORTANT

By Bob Nelson

Whenever you decide to take initiative at work, it is important to first weigh the impact of doing so against all the other alternatives available to you. While some initiatives can have a tremendous impact on the organization's bottom line, others may have little or no impact on the company or your co-workers. Use the following guidelines as you decide where to concentrate your own efforts:

- What impact does your initiative have on the organization's bottom line, mission, or strategic objectives? Rank your initiatives based on how strongly they contribute to increasing your organization's revenues and profit. If you work for a nonprofit organization, consider which initiatives will help you most directly achieve your organization's mission in the most timely and cost-effective way. Initiatives that improve working conditions and employee morale are also important because they lead to improved financial performance.
- Urgency does not necessarily equal importance. Assess urgent tasks first to determine their relative importance and to see where they fit in the overall scheme of your responsibilities. Only then should you react.
- Is your initiative someone else's responsibility? Although you may be tempted to take initiative throughout your organization, in some cases it is best to defer your efforts to the person who is responsible for the particular product, service, or process that you wish to address. If this is the case, bring up your ideas or concerns with that person, and then let him or her take the ball and run with it.

INTERPERSONAL SKILLS



Career and Technical Education Internship



Lesson Title: Interpersonal Skills

Teacher Prep:

1. Prepare student copies of the handouts “25 Abilities That Matter,” “Practice – Being Interesting,” and “Conformity.”
2. Duplicate copies of the quiz, “Do you work with emotional intelligence?” for each student (The copy provided can be cut in half to preserve paper.).

Overview: To bring about awareness of the skills employers find important in employees and to help the student see where they are in the development of these skills. Although there are many interpersonal skills, the focus for this lesson will be on several of them in general and specifically on manners, emotional intelligence, being interesting, and conformity. Many of the other skills are covered by various lessons throughout the course.

Activity One: Individual Practice—Identification and Overview of Interpersonal Abilities

1. Explain how employers often look at the extracurricular involvement and leadership of a potential employee, because this is where we learn and demonstrate interpersonal skills. Some medical schools are ranking students with non-academic involvement over students who are not involved but have a higher GPA. Brainstorm examples of interpersonal skills with the students and write them on the board.
2. Have the students rank themselves 1 to 4 in the following areas to get in the frame of mind to think of themselves personally as these skills are being discussed. Use a “1” if the student feels he/she is lacking in this area, or use a “4” if this area is a strength for him/her. Add any other appropriate statements.
 - a. Rate your ability to relate to your peers.
 - b. Rate your ability to inspire others to achieve their goals or participate in activities.
 - c. Rate your ability to resolve conflict between family and friends.
 - d. Rate your ability to meet new people and have a conversation with them.
 - e. Rate your ability to work with adults on a project of interest to both of you.

Activity Two: Discussion and Individual Practice—Emotional Intelligence Lesson

Explain to students that Daniel Goleman is one of the leading experts on emotional intelligence. Having emotional intelligence means possessing interpersonal skills. Having a high **emotional intelligence quotient** is more important than having a high intelligence quotient or expertise. People with emotional intelligence have an advantage over those without it. (Background on Goleman's research might be helpful but not necessary. See additional resources.)

1. Discuss the handout, "25 Abilities That Matter."
2. Take the quiz, "Do you work with emotional intelligence?"

Activity Three: Brainstorm/Group Activity—Being Interesting

1. Ask the students to name interesting people. List names on the board. Discuss what makes these people interesting. Ask the students to respond to the following question on paper, "Do you think you are interesting?" Have them list 5-10 interesting things about themselves. (You may wish to use this for participation points or simply check for completion.) Explain that interesting people have developed interpersonal skills.
2. Divide the class into groups of 3 if possible. Each group will complete the handout, "Practice - Being Interesting." Demonstrate appropriate skills when needed. Close monitoring of group practice is necessary for growth.
3. Debrief by discussing which scenarios were most difficult and why? Which ones were the students most comfortable with and why? What are some ways to gain or raise confidence in the areas of weakness? Suggest some ways to create practice. Assign practice or have the students put themselves in these situations for homework within the next week.

Activity Four: Discussion—Conformity

1. Have the word, conformity, written on the board but hidden. Tell the students to write down their first gut feelings to the word once it is revealed. Tell them to try not to think about it; just write what first comes to mind. (You can give them an example to prepare them.) Reveal the word. Once their reactions are recorded, discuss if their opinion of the word was positive or negative and why. Give them the definition of conformity as the state or quality of being in agreement, harmony, compliant or congruent with the norm. Some conformity is necessary in developing desired interpersonal skills.
2. Draw a continuum across the board ranging from 1 for non-conformist to 4 for conformist. The students will line up where they rank themselves according to the following areas:
 - a. clothing style
 - b. self improvement
 - c. respect for authority
 - d. leisure activities
 - e. reading preferences
 - f. work ethic
3. Divide the class into groups to fill in the attached chart.
4. Debrief on feelings concerning conformity. Finish with the journal entry or homework question of "How do you think you'll behave at work, as a conformist, non-conformist, or both?" and explain.

Additional Resource:

Goleman, Daniel. "Working Smart." *USA Weekend*, October 24, 1998, pp. 4-5.

25 ABILITIES THAT MATTER

SELF-AWARENESS

Emotional awareness: Recognizing your own emotions and their effects

Accurate self-assessment: Knowing your strengths and weaknesses

Self-confidence: Sureness about your self-worth and capabilities

SELF-REGULATION

Self-control: Managing disruptive impulses

Trustworthiness: Maintaining standards of honesty and integrity

Conscientiousness: Taking responsibility for your own performance

Adaptability: Flexibility in handling change

Innovation: Being open to new ideas

MOTIVATION

Achievement drive: Striving to improve or to meet a standard of excellence

Commitment: Aligning with the goals of the group or organization

Initiative: Readiness to act on opportunities

Optimism: Persistence in pursuing goals despite obstacles and setbacks

EMPATHY

Service orientation: Anticipating and meeting customer's needs

Developing others: Sensing what others need to develop and bolstering their abilities

Leveraging diversity: Cultivating opportunities through diverse people

Political awareness: Reading a group's emotional currents and power relationships

Understanding others: (Author did not list a comment.)

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion

Communication: Sending clear messages

Leadership: Inspiring, guiding groups and people

Change catalyst: Initiating or managing change

Conflict management: Negotiating and resolving disagreements

Building bonds: Nurturing instrumental relationships

Collaboration and cooperation: Working with others toward shared goals

Team capabilities: Creating group synergy in pursuing collective goals

Goleman, Daniel. "Working Smart." USA Weekend, October 24, 1998, pp. 4-5.

DO YOU WORK WITH EMOTIONAL INTELLIGENCE?

If you answer "yes" to six or more of these and if people who know you well would agree with you, then you are working with emotional intelligence.

1. Do you understand both your strengths and weaknesses?
2. Can you be depended on to take care of every detail? Do you hate to let things slide?
3. Are you comfortable with change and open to novel ideas?
4. Are you motivated by the satisfaction of meeting your own standards of excellence?
5. Do you stay optimistic when things go wrong?
6. Can you see things from another person's point of view and sense what matters most to that person?
7. Do you let customers' needs determine how you serve them?
8. Do you enjoy helping co-workers develop their skills?
9. Can you read office politics accurately?
10. Are you able to find "win-win" solutions in negotiations and conflicts?
11. Are you usually persuasive?

Goleman, Daniel. "Working Smart." *USA Weekend*, October 24, 1998, pp. 4-5.

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Goleman, Daniel. "Working Smart." *USA Weekend*, October 24, 1998, pp. 4-5.

Use with Activity 3

Group Members: _____

Directions: Answer the following questions as a group.

PRACTICE - "BEING INTERESTING"

1. Do you have a problem with any of these situations? Discuss why or why not with your group. Record each student response below.
 - a. meeting people for the first time
 - b. formal situations (restaurants, dinners, parties etc.)
 - c. being around adults
 - d. starting conversations
 - e. working or doing things in groups

Student 1

a.

b.

c.

d.

e.

Student 2

a.

b.

c.

d.

e.

Student 3

a.

b.

c.

d.

e.

2. Practice the following skills. Ask the teacher for a demonstration of appropriate skills if necessary.
 - firm handshake
 - introductions
 - asking someone at your job site for help with a task
 - asking to join a group of coworkers for lunch or at break time
 - start and hold a 3-minute (or longer) conversation with adults at your job site as a way of showing interest (example starters—How long have you worked here? What are your career goals? How old are your children? etc.)
 - thanking a co-worker for assisting you

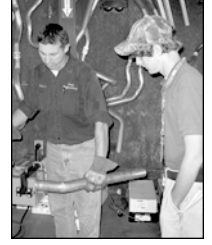
Use with Activity 4**Group Members:** _____**Directions:** Fill in the chart as a group.**CONFORMITY**

1. What encourages you to conform?	2. What encourages you to not conform?
3. Who sets the acceptable standards at work?	4. List several ways to conform at work.
5. List the pros of conforming at work.	6. List the cons of conforming at work.

LOYALTY



Career and Technical Education Internship



Lesson Title: Loyalty in the Workplace

Teacher Prep:

1. Prepare a transparency of “Loyalty in the Workplace” handout.
2. Prepare student copies of the scenario activity.

Overview: To teach students about loyalty in the workplace and have students decide how they would react to certain situations dealing with company loyalty.

Activity One: Opener—Understanding Loyalty in the Workplace

Loyalty is an important trait to have in both personal and workplace relationships. Have students define what they think loyalty means to them personally. (*Trustworthy, honest, stands by me during good and bad times,...*) Have students define what it means to be loyal in the workplace. (*Dedicated, believes in the goals, honest, trusting,...*) Now share the Loyalty in the Workplace transparency with the students. After sharing, have the students answer the following questions. How could you improve workplace loyalty within yourself? How could you improve workplace loyalty within the company?

Activity Two: Scenario—Activities and Products

Have students silently read through the scenarios and answer the questions for each. Then discuss the scenarios and students answers.

Put students into small groups. Have each group create a scenario dealing with loyalty in the workplace. Have groups quiz each other with their scenarios and then have a class discussion about each scenario.

Activity Three: Something to Think About

The workplace and workforce are changing rapidly. Today’s environment presents numerous challenges including new technology, global competition, and company downsizing. The perception of job security has changed dramatically. The importance of continuing education is vital to keeping a job. Most people have 3-4 career changes in their lifetime.

Have students brainstorm on the question: How does workplace loyalty fit in with all of these changes?

LOYALTY IN THE WORKPLACE

- Believe in your employer and place of employment and be committed to them.
- Respect your employer and get along with your coworkers because they count on you for support and commitment.
- Act professionally and speak well of your supervisor and coworkers inside and outside of the workplace.
- Ignore or correct gossip. Stay away from the negativity in the workplace.
- Keep your morals and standards high and report any activities that could hurt the company.

SCENARIOS

1. Jackie, a server-trainee in a restaurant, noticed that some of the waiters and waitresses were receiving consistently larger tips than he was. Finally, he discovered the reason for it. Sandy, the person assigned to help train Jackie, explained it this way. “What it amounts to is giving free drinks and salads,” she said. “You refill soft drink glasses but forget to add the extra drinks to the check. You serve salads that were not ordered and tell the customers that they are on the house. Sometimes you just sort of forget to put drinks or salads on the check. Most often what the customers should have paid for the salads and drinks shows up in your tips.”
 - What should Jackie do if he is to maintain his own personal integrity, loyalty, and ethics?
 - How would you feel if you were Jackie’s employer? What does your employer deserve and expect?
2. Maria, manager of the Accounting Department at Belarc Oilfield Company, has noticed that some of the items on the receipts from the Engineering Department are not work related. When she investigates the purchases, Jared, the Engineering Department manager, assures her that the purchases were necessary for the office. More receipts are turned in over the next couple of weeks and Maria does not see any of the purchased items in the office.
 - Should Maria address this situation and to whom?
 - How would you handle this situation if you were Maria?
3. Roger, a network technician at Barkley Bank, has noticed that his coworker Jan has become increasingly irritated with the company. He has heard her complaining about working long hours and occasional nights. She has badmouthed their office manager who makes the work schedule and threatened to quit on a weekly basis for being overworked. Often, she has made comments about not being appreciated and getting even.
 - How should Roger address this situation?
 - If Jan has access to confidential information at the company and plans to get even, what should Roger do now to prevent any company damage?
 - How would you handle this situation if you were Roger?

REASONS FOR JOB LOSS



Career and Technical Education Internship



Lesson Title: Reasons for Job Loss

Teacher Prep: Prepare copies of handouts, “How Do You Rate” (the copy provided can be cut in half to preserve paper) and “Pilot,” for students (or if you prefer, make a transparency of the handouts and project on screen/wall).

Overview: To understand that job loss can often be the result of the worker’s inability to get the job done, but that not all job loss is the result of the employee’s inability to do his job.

Activity One: Individual Practice—Rate Yourself

Issue a “HOW DO YOU RATE” form to every student, instructing them to be as honest as they can on the ratings, and then allow them time to respond. After a few minutes, you may wish to ask the students to share how many “5s” they awarded themselves. Tell students that employers, as well as teachers, look for these same qualities in their workers. Past job performance will dictate whether or not your employer will keep you employed with the company. A company may evaluate its employees daily, weekly, monthly, or yearly, and give them a report much the same as your school report card. Some employees are fired from their job because their performance is not “up to par,” just as some students do not pass a course because their school performance is not adequate. Two top reasons employers give for being displeased with worker performance are “poor attendance record” and “consistently late for work or turning in projects.”

Activity Two: Individual Practice—Other Reasons For Job Loss

Have the students silently read the attached handout “Pilot.” Instruct the students to look for reasons (besides job performance) as to why a pilot might lose his/her job.

Answer: When the economy is bad and fewer people choose to fly, some pilots may lose their jobs. (Layoff)

Thought of the day: What impact did 9/11 have on commercial airline pilots?

Activity Three: Brainstorm—Reasons for Job Loss

Put students into groups of 3-4 and ask them to brainstorm reasons why workers might lose their jobs. Have one student from each group act as the recorder. Allow 10-15 minutes of group time, and then allow a spokesperson from each group to share their findings with the class.

Other possible reasons might be:

- Company downsizing (natural occurrence for organizations that merge or restructure in order to adjust to new competitive realities)
- Layoffs (decreased demand for the job)
- Business closes
- Returning to school
- Taking another position
- Quitting
- Retiring
- Moving to a higher level in the company
- Moving to another location (reside elsewhere)
- Illness/Injury
- Death of employee

Activity Four: Optional Activity

Assignment: Tell students to find and interview a person who has lost a job. Have the students ask the following questions.

1. Why did you lose your job?
2. What would you have done differently on that job?
3. Did you have to retrain (additional schooling, etc.) to get your current position?
4. What do you feel is the most important thing to do if you want to keep a job?
5. Add any additional question(s).

HOW DO YOU RATE?

1 = poor (F) 2 = fair (D) 3 = satisfactory (C) 4 = very good (B) 5 = excellent (A)

- ☐ pays attention to instructor
- ☐ completes task with accuracy
- ☐ demonstrates ability to follow a routine
- ☐ retains directions over time
- ☐ responds appropriately to redirection
- ☐ changes from one activity to another without difficulty
- ☐ adapts to changes in established routine
- ☐ willingness to redo tasks
- ☐ displays initiative (working without being told to)
- ☐ is independent (can work without supervision)
- ☐ checks quality of assignments (proofreads carefully)
- ☐ uses appropriate language in speaking and writing
- ☐ maintains good behavior
- ☐ dresses appropriately (according to school rules)
- ☐ demonstrates appropriate hygiene

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PILOT

What is the job like?



Pilots fly airplanes and helicopters to do many jobs. Most pilots fly people and cargo from place to place. Some pilots test new planes, fight fires, do police work, or rescue people who are hurt or in danger.

Before they take off, pilots plan their flight carefully. They check their plane to make sure that it is working properly. They also make sure that baggage or cargo has been loaded correctly. They check the weather forecast to see if they will run into any bad weather on their trip. They then decide what route they should take and how high and fast they should fly.

Take off and landings are the hardest parts. Pilots must be especially careful during those times. The rest of the flight is fairly easy, if the weather is good. Planes have computers and other instruments to tell pilots if their trip is going according to plan. These instruments show if there is enough fuel, if the weather is changing, and if the plane is on course. Pilots must check these instruments often during the trip to be sure that all is going well. If problems come up, the pilots take steps to solve them.

The law says that pilots who work for an airline cannot fly more than 100 hours a month or more than 1,000 hours a year. Most airline pilots fly about 75 hours a month, and work another 75 hours a month at other parts of the job. When they are flying, airline pilots often stay away from home overnight. Airlines have flights at all hours of the day and night. This means that airline pilots often work odd hours.

Pilots who fly very long distances may have "jet lag." This is fatigue caused by moving through different time zones. The work of pilots who test new planes may be dangerous. Pilots who work on farms or who help police and firefighters also might get hurt on their jobs.

Flying does not involve much hard physical work. Pilots can feel a lot of stress because they know that they are responsible for the safety of their passengers. They must be careful and quick to react if something goes wrong.

How do you get ready?

All pilots who are paid to fly must have a license from the Federal Government. To get a pilot's license, a person must be at least 23 years old. The person must have flown for a total of 1,500 hours or have attended a special school for pilots. A doctor must also examine the person. The doctor makes sure that the person can see and hear well and is healthy enough to fly. Pilots must also pass a written test to show that they know how to fly properly. The pilot's employer may ask him or her to pass other special tests as well.

Many pilots learn how to fly in the military. Others become pilots by going to flight schools. Most companies want the pilots they hire to have some college education. In fact, most people who enter this occupation have a college degree.

What about the future?

Pilots are expected to face strong competition for jobs through the year 2012. More and more qualified people are trying to become pilots. Although the number of pilots is expected to grow about as fast as the average for all occupations through the year 2012, demand for pilots will not be as great as it could be. This is because computers make it easier to fly a plane and because today's larger planes can carry more people and cargo, but do not need more pilots to fly them. Another reason that applicants will face competition is that very few pilots quit their jobs because they love the work and the pay is very high.

Military pilots have an advantage over other applicants. This is because they usually have spent more time flying, using more advanced equipment than other pilots. Pilots who have special pilot's licenses also will have a better chance for employment.

When the economy is bad and fewer people choose to fly, some pilots may lose their job.

U.S. Department of Labor, Bureau of Labor Statistics Internet website: <http://www.bls.gov/k12/science03.htm>

TEAM WORK



Career and Technical Education Internship



Lesson Title: Teamwork

Teacher Prep: Prepare a transparency of “Tips for Working in a Group” handout.

Overview: To teach students the definition of teamwork as it relates to the workplace.

Activity One: Opener—Understanding Teamwork

Picture it: You are in a space shuttle miles above the Earth. You and your four teammates have to land this huge spacecraft by maneuvering it into a very small opening. The slightest error can send the space craft in the wrong direction. What do you think would happen if one of your teammates wanted to try something new? Should you ignore the advice of the team and do it his way? How important is teamwork in this situation? Discuss the importance of teamwork and how it relates to the different jobsites of the students. Then have students give their own definition and traits of what a team player is and compare these traits to people at their jobsites.

Activity Two: Group Activity/Discussion—Tips When Working in a Group

Ask students to discuss previous group projects that they have worked on and how they felt about the experiences. Have students discuss how they felt when others tried to take over the project or did not pull their own weight. Then display and discuss the transparency, “Tips for Working in a Group.” How can you use these tips at your workplace?

Activity Three: Something To Think About

Teamwork is very important in any job. Discuss how teamwork affects the quality of work.

Summarize the importance of teamwork in the workplace.

TIPS TO USE WHEN WORKING IN GROUPS

- **Share Your Expectations** – Inform others of what your expectations are for the outcome of the project. Discuss ways that the team can reach the outcome.
- **Hold Your Criticism** – Save your negative feedback for important issues and concerns.
- **Give Positive Feedback** – Your feedback should reinforce and reward positive behavior.
- **Be Flexible** – Remember, not everyone does things the way you do.
- **Attend Meetings and Conferences** – You are an important member of the team. Remember to pull your own weight and do not overburden your coworkers.

TECHNICAL WRITING



Career and Technical Education Internship



Lesson Title: Technical Writing

Teacher Prep:

1. Prepare a transparency of “Technical Writing Tips.”
2. Assign students to bring in copies of Technical Writing Examples (optional).

Overview: To teach the students how technical writing is used in the workplace and how it may be presented through various types of media.

Activity One: Opener—Understanding Technical Writing

Technical writing is a type of writing that is direct, precise, and objective. It usually focuses on a particular topic and clearly defines or explains something about that topic. Have students think about the products that they own that came with a user’s manual such as a DVD player or a cell phone. These manuals or booklets contain technical writing informing them about their products.

Have students make a list of the products that they have at home that came with some form of technical writing—*satellite dish, microwave oven, refrigerator, PDA, laptop, digital camera, etc.* How does the technical writing assist each product?

Possible Answers: How to set it up, warranty, how to use it, products or software that go with it or need to be installed, how to replace parts, etc.

Activity Two: Group Discussion—Technical Writing in the Workplace

Technical writing in the workplace is similar to the technical writing you have already discussed. The main difference is that it focuses on the types of jobs and duties that are involved in that specific workplace. For example, management may use technical writing to explain job procedures or safety issues.

Have students generate a list of reasons why they think technical writing is used in the workplace.

(Possible solutions: procedures, rules, policies, statistics of business, changes that need to be made, facts of employment, safety rules, etc.) Have students create a list of media that can be used to present this technical writing. *(Possible solutions: memos, policies, procedures, reports, PowerPoint presentations, professional emails, object (mechanism) descriptions, instructions, proposals, manuals, lab reports, newsletters, financial data forms, etc.)*

Activity Three: Something To Think About

It takes time and practice for many people to thoroughly understand various types of technical writing. Review these tips with the students and have them add any tips that they think may help them to understand technical writing. Have students look over the examples of *Technical Writing* that they have supplied. Discuss the importance of understanding the information, the specific terms used, and the impact of the technical writing provided.

TECHNICAL WRITING TIPS

1. Read the information thoroughly.
2. Highlight or underline key phrases as you are reading.
3. Reread the information.
4. If you are unsure about any of the text, ask for help.
5. Before performing the task, reread the information.

TECHNOLOGY



Career and Technical Education Internship



Lesson Title: Technology in the Workplace

Teacher Prep:

1. Have a computer with Internet access for Activity 1.
2. Check out the website: <http://www.glasbergen.com/cat.html> beforehand to determine which cartoon(s) you will use in your presentation. Scroll down until you see the section on “Computers.” There are several sections listed: business, technical support, personal, Internet, and wireless communication. Or perhaps you would like to select another cartoon website of your choice.
3. Arrange library time or Internet research for Activity 3.
4. Make arrangements for computer(s) with PowerPoint software for Activity #3 if PowerPoint is chosen as your method of delivery.

Overview: To develop an understanding of the many uses of technology in the workplace and its impact on you.

Activity One: Opener—Our Changing World

Use a computer with Internet access to view technology/computer cartoons from the following website: <http://www.glasbergen.com/cat.html>. Have students respond to the following question for each cartoon you select: “In your opinion, what does the cartoon suggest about the modern workplace?”

Activity Two: Group Discussion—Career Success: Technology Do’s and Don’ts

Read aloud the “Technology Do’s and Don’ts.” Discuss how you can best make use of these tips. Ask students if they can think of additional tips to add to the list.

Activity Three: Group Activity—Research

Group students together for research on office technology. Assign one question to each group. Have the students present their findings to the class either orally or by written report, drawings/poster, PowerPoint, etc. (The last item can be repeated with more than one group.)

- Explain the difference between “Teleconference” and Videoconference.”
- Define peripherals and give at least five examples.
- What is “Collaborative Screen Sharing?” List some advantages of using it.
- What is “Netiquette?” List some examples for the workplace.
- What is a telecommuter? What equipment is needed to do the job?
- Use a search engine of your choice and type in “new technological gadgets” as your subject. Report on one “gadget” that can be used in any workplace.

Answers:

- *Teleconference uses phone-conferencing technology. It permits numerous workers to call in at the same time using audio-only capabilities. Videoconference not only provides two-way audio, but two-way video and document exchange as well. Videoconferencing is the more expensive of the two; however, you must compare it to the cost of bringing out-of-state employees to a meeting and paying their airfare, lodging, and meals.*
- *Peripherals are optional items that need to be connected to a computer to operate. They include monitors, printers, keyboards, mice, scanners, modems, joy sticks, check readers, tape drives, cameras, webcams, speakers, etc.*
- *Collaborative Screen Sharing is also known as groupware. It is application software that allows users at separate workstations (down the hall, across town, or in different cities) to link computers together to work on a single project. Both users can view, manipulate, and come to an agreement on the page layout or diagram on the computer screen.*
- *Netiquette is short for the term network etiquette. It is a code of conduct for behaving and interacting properly online.*
 - ☑ *Make your messages short and to the point. Do not ramble.*
 - ☑ *TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.*
 - ☑ *Type messages using normal capitalization—first word of the sentence, proper nouns, etc.*
 - ☑ *Never use obscenities or make racial/ethnic slurs.*
 - ☑ *Use proper grammar/spelling, as bad grammar/spelling is considered bad manners. Proofread!*
 - ☑ *Be careful when using sarcasm and humor. Without face-to-face communications, your joke may be viewed as criticism.*
 - ☑ *Do not send confidential/sensitive information electronically. It could be read by others.*
 - ☑ *Never give your user ID or password to another person, even to System Administrators, as they will have full privileges to your account anyway.*
- *A telecommuter is one who completes his/her job duties via telecommunications--without having to make a physical move to and from the place of work. He/she works at home by the use of electronic means—computers, modems, telephones, Internet, and application software.*
- *Answers will vary.*

CAREER SUCCESS: TECHNOLOGY DO'S AND DON'TS

Do:

- **Keep abreast of the latest technological equipment in your workplace**
- **Retrain yourself or ask for help from co-workers**
- **Practice your technological skills to become proficient**
- **Share your knowledge with co-workers**
- **Call technicians to repair equipment you know nothing about**

Don't:

- **Be resistant to change**
- **Try to learn everything by yourself**
- **Change practices without proper approval from your supervisor or boss**

PERSONAL DEVELOPMENT: STUDENT

PERSONAL DEVELOPMENT: STUDENT

The lessons included are designed to enhance the development of the student through knowledge and experience. Teacher discretion for lesson selection is encouraged.

- Entrepreneurship
- Leadership
- Problem Solving
- Stress Management
- Time Management
- Using Resources
- Vision

ENTREPRENEURSHIP



Career and Technical Education Internship



Lesson Title: Entrepreneurship

Teacher Prep:

1. Prepare student copies of “Earning Smarter” activity.
2. Prepare a transparency of “Earning Smarter” answer key and “Well-Known Entrepreneurs” handout.

Overview: To teach the students the definition of entrepreneur and what it takes to become one.

Activity One: Opener—Understanding Entrepreneurs

1. Have students define the word entrepreneur. Discuss their answers and have them add any characteristics that they don’t have from the list:
 - *One who recognizes opportunities and organizes resources to take advantage of the opportunities*
 - *An individual who takes the risk and initiative of organizing and operating a new business*
 - *An innovator of business*
 - *A risk taker*
2. “Earning Smarter” activity
 - *Use the “Earning Smarter” activity to show the difference in earnings between being an entrepreneur and working for someone else.*
 - *Have students generate a list of what it takes to be self-employed. Use the example from the “Earning Smarter” activity (for example: teaching swimming lessons). Marketing your product, scheduling classes, licensing, safety training, budgeting skills, initial business location setup, communication skills, trust, maintenance costs for classes and supplies, etc.*

Activity Two: Brainstorm—Well Known Entrepreneurs

Have students list as many entrepreneurs and their accomplishments as they can think of. After discussing student-generated list, share the "Well-Known Entrepreneur" transparency with them. Have students answer the following question: What were some of the possible problems or needs at the time that led these entrepreneurs to begin their business ventures?

Activity Three: Something To Think About

Everyone can become an entrepreneur with the right opportunity, skills, and resources. Have students brainstorm about possible business ventures that they could invest in given their own special skills, talents, or interests.

EARNING SMARTER

Summer Job #1

You work for someone; for example, lifeguard, tennis/golf teacher, employee at a retail store, Baskin Robbins, or Wal-Mart. (You will work 15 hours per week.)

\$5.15 per hour	X	15	hours per week	=	\$_____	per week
\$_____ per week	X	4	weeks a month	=	\$_____	per month
\$_____ per month	X	3	summer months	=	\$_____	per summer

Summer Job #2

You start a business: teaching swimming lessons, tennis, arts/crafts. Your classes are 45 minute classes and are scheduled at 9:00-9:45, 10:00-10:45, and 11:00-11:45. (3 classes per day with 5 days per week equal 15 hours per week.)

5 students per class	X	\$5.00 per student per class	=	\$_____	per class
\$_____ per class	X	3 classes per day	=	\$_____	per day
\$_____ per day	X	5 days per week	=	\$_____	per week
\$_____ per week	X	4 weeks per month	=	\$_____	per month
\$_____ per month	X	3 summer months	=	\$_____	per summer

Results: Working for yourself vs. working for someone else for one summer.

\$_____	\$_____	=	\$_____
Job #2 Total	Job #1 Total		Difference

EARNING SMARTER

(Answer Key)

Summer Job #1

You work for someone; for example, lifeguard, tennis/golf teacher, employee at a retail store, Baskin Robbins or Wal-Mart. (You will work 15 hours per week.)

\$ 5.15 per hour	X	15 hours per week	=	<u>\$ 77.25</u> per week
<u>\$ 77.25</u> per week	X	4 weeks a month	=	<u>\$309.00</u> per month
<u>\$309.00</u> per month	X	3 summer months	=	<u>\$927.00</u> per summer

Summer Job #2

You start a business: teaching swimming lessons, tennis, arts/crafts. Your classes are 45 minute classes and are scheduled at 9:00-9:45, 10:00-10:45, and 11:00-11:45. (3 classes per day with 5 days per week equal 15 hours per week.)

5 students per class	X	\$5.00 per student per class	=	<u>\$ 25.00</u> per class
<u>\$ 25.00</u> per class	X	3 classes per day	=	<u>\$ 75.00</u> per day
<u>\$ 75.00</u> per day	X	5 days per week	=	<u>\$ 375.00</u> per week
<u>\$ 375.00</u> per week	X	4 weeks per month	=	<u>\$1500.00</u> per month
<u>\$1500.00</u> per month	X	3 summer months	=	<u>\$4500.00</u> per summer

Results: Working for yourself vs. working for someone else for one summer.

<u>\$4500.00</u>	<u>\$927.00</u>	=	<u>\$3573.00</u>
Job #2 Total	Job #1 Total		Difference

WELL-KNOWN ENTREPRENEURS

Entrepreneurs

Entrepreneurial Business Venture

Wally Amos

Famous Amos Cookies (bakery products)

Mary Kay Ash

Mary Kay Corporation (cosmetics)

Emilio Estefan

Crescent Moon Recordings (music producer)

Sandra Gooch

Mrs. Gooch's (natural health foods)

Henry Ford

Ford Motor Company (automobiles)

Bill Gates

Microsoft Corporation (computer software)

Berry Gordy

Motown Records (music producer)

Leon Gorman

L.L. Bean (clothing)

Steven Jobs

Apple Corporation (computers)

Ewing Kauffman

Marion Laboratories (pharmaceuticals)

Ray Kroc

McDonald's Corporation (fast food)

J. Willard Marriott

Marriott Corporation (hotels)

Dave Thomas

Wendy's (fast food)

Sam Walton

Wal-Mart (retail)

Gary Yang

YAHOO! Incorporated (search engine for the Internet)

LEADERSHIP



Career and Technical Education Internship



Lesson Title: Leadership

Teacher Prep:

1. Duplicate student handouts, "Introduction to Leadership" and "Developing Leadership."
2. Either schedule computer lab time for "Developing Leadership" (Activity 2) or assign for homework.

Overview: To become aware of leadership skills possessed by others so the student might be able to develop or strengthen these traits within themselves.

Activity One: Opener—Boundary Breaker to Leadership

1. Individually the students are to complete the handout, "Introduction to Leadership."
2. Discuss some of their answers and create a list on the board. Make sure they include traits dealing with the following and include a dictionary definition.
 - responsible
 - ability to motivate
 - good judgment
 - organization
 - not afraid to make sacrifices
 - determined
 - ability to take charge
 - guide a group toward a goal
 - problem solving
 - risk taking
 - good listener
 - influential
3. Hold a discussion about some common misconceptions concerning leadership.
 - Small towns do not produce leaders.
 - Boys are better leaders than girls.
 - Only popular people are good leaders (earned through actions).
 - Only adults can be leaders.

Activity Two: Individual Practice—Developing Leadership (This can be done in a computer lab or for homework. There are two activities given. One or both can be assigned.)

1. Read and summarize 3 articles on leadership. Evaluate each article on its usefulness to you. List a total of 5 or more points of interest or advice you could incorporate into your own life.
2. Research biographical information on a leader of your choice. Compare and contrast their leadership traits and style with your own.

Activity Three: Group Activity/Brainstorm

1. Inform the students that leadership skills can be developed or strengthened. Recognizing one's own strengths and weaknesses are important. It is also important to recognize obstacles standing in one's way. Discuss obstacles to becoming a leader. You should include the following:
 - a. inability to listen to others and be open-minded
 - b. shyness or lack of confidence
 - c. lack of direction, goals, or priorities
 - d. lack of vision or futuristic thinking
 - e. lack of time management and/or organizational skills
 - f. unwillingness to delegate or serve others
 - g. possessing a negative attitude
 - h. lacking mental and physical fortitude
2. In groups of three, brainstorm leadership traits which need developing by the group members. Match possible obstacles which could stand in one's way of developing these traits. Each member will select one trait or obstacle on which to work. Each member will complete the handout, "Developing Leadership."

Activity Four: Individual Practice—Interview

Interview a person in a leadership position within your community. As a class, brainstorm possible questions to ask. Guide them to find out information concerning the following:

- leadership traits possessed
- how leadership traits were developed
- positive and negative aspects of leadership

Activity Five: Something To Think About

Discuss opportunities for developing leadership at your school or in your community.

INTRODUCTION TO LEADERSHIP

1. Complete the statement which is most applicable to you.

a. I want to be a leader in my community because _____

b. I do not want to be a leader in my community because _____

2. To me, leadership is/means... (Brainstorm for 3-5 minutes.)

3. Leadership as defined in a dictionary is ...

DEVELOPING LEADERSHIP

Step 1: Choose one leadership skill or one obstacle to developing a leadership skill. This will be your focus for this activity.

Name: _____

Skill or Obstacle: _____

Step 2: Switch papers within your group so each member can offer suggestions or steps to develop this trait or remove the obstacle.

Suggestions or Steps from Group Members:

Step 3: Return papers to rightful owners. Read group members' suggestions, and add to the list.

Step 4: Set a goal for yourself. List possible resource material(s) or people who can assist you. Make a timeline to work on the above plan.

Goal: _____

Resource(s): _____

Timeline: _____

PROBLEM SOLVING



Career and Technical Education Internship



Lesson Title: Problem Solving

Teacher Prep:

1. Collect workplace-related problem solving cartoons.
2. Copy handout, "Basic Guidelines to Solving Problems."
3. Copy and cut apart the four "Workplace Decisions" scenarios that are provided.
4. Duplicate "Problem Solving Quotes" handout or write one (or more) on the board to analyze.

Overview: To learn and apply the basic steps to solving problems by analyzing various real-life and teacher-given situations.

Activity One: Scenarios—Boundary Breaker

1. Show the students one of your work-related cartoons.
2. Debrief on problem solving explaining how workers are expected to be independent thinkers and take the initiative to solve their own problems or those encountered while at work.
3. Discuss various scenarios encountered in the students' personal life and work site experience where they witnessed problems being solved or not solved. The teacher may have to begin this dialog or prompt discussion with the following scenarios, asking "What choices did you have? What choice did you make? What happened? Was it the best choice and why?" etc.
 - a. Think about a time when you didn't understand an assignment, directions, or a task and the person who explained it to you is no longer available for clarification.
 - b. Think about a time when you thought you were treated unfairly.
 - c. Think about a time when you were a customer with a complaint.
 - d. Think about a time when you made a huge mistake.

Activity Two: Discussion—Understanding Problem Solving

Pass out the handout, "Basic Guidelines to Solving Problems." Discuss the steps as a class. Evaluate the purpose of each step.

Activity Three: Group Activity

Divide the class into groups. Each group will use the "Work-Place Decision" situations to demonstrate correct usage of the guidelines to solving problems. Teacher discretion should be used to decide how many in a group, how many and which stories will be used, and how this will be graded.

Activity Four: Something To Think About

1. Either select a quote for student reflection or give the student a copy to make a choice for reflection.
2. Debrief. Discuss several interpretations and meanings. Have students give examples of how a chosen quote could be applicable in their lives.

Additional Resources:

“Real Life: Decision Making at Work.” by Betsy Feist, *Scholastic* 1995.

BASIC GUIDELINES TO SOLVING PROBLEMS

1. Identify the problem and analyze the situation in which the problem lies.
2. Gather information concerning the who, what, when, where, why, and how.
3. Identify any sub-problems not recognized before digging deeper.
4. Brainstorm solutions to the problem.
5. Evaluate the pros and cons of each choice. Keep in mind questions like,
 - “Can it be done?”
 - “How much effort is needed?”
 - “Whose assistance is needed?”
 - “What is the cost of this solution?”
 - “What sacrifices or compromises will be needed?”
6. Select a solution.
7. Make a plan to put the solution into effect.

PROBLEM SOLVING QUOTES

For every failure, there's an alternative course of action. You just have to find it. When you come to a roadblock, take a detour.

----Mary Kay Ash

Hot heads and cold hearts never solved anything.

----Billy Graham

Have you got a problem? Do what you can where you are with what you've got.

----Theodore Roosevelt

How you think about a problem is more important than the problem itself - so always think positively.

----Norman Vincent Peale

He who asks a question may be a fool for five minutes, but he who never asks a question remains a fool forever.

----Tom Connelly

"I must do something" always solves more problems than "Something must be done."

----Author Unknown

It is better to know some of the questions than all of the answers.

----James Thurber

Most people spend more time and energy going around problems than in trying to solve them.

----Henry Ford

A man must be big enough to admit his mistakes, smart enough to profit from them, and strong enough to correct them.

----John C. Maxwell

A man who has committed a mistake and doesn't correct it is committing another mistake.

----Confucius



Career and Technical Education Internship - Activity



WORKPLACE DECISIONS

1. Sarah has worked at a department store since her senior year in high school. It has been four years, and she is getting bored with the daily routine of the job. She never took any vocational courses in high school and is not qualified to do a job requiring a skill. She wants to quit, but she does not have another possibility of employment. What should she do?
2. Since being displaced by a major hurricane, John has moved to another city. His company, however, was able to be up and running within a month after the storm. It has been six months and the 60 mile commute is getting to him. His wife and children love their new home, school, and friends and do not want to move back. John's work is suffering from the stress and lack of sleep due to this problem. He has a valued position in the company and does not want to lose his job. There are no available job opportunities in his new city that compare to his present job. What advice would you give to John?
3. Rusty recently took a job in the human resource department of a large corporation. After a few weeks of going over everyone's employee records, he discovered the accounting supervisor, Robert, was not qualified to do his job. It was no wonder the accounting department had been reporting a great deal of errors and lack of productivity. Not only did Robert not have the appropriate accounting degrees and experience, he did not supervise his coworkers in an effective way. Robert has worked for the company for 15 years and is well-liked by everyone. Rusty is responsible for getting each department to meet higher standards by having the proper people in the right places. He feels Robert is holding the accounting department back. What should he do?
4. Leslie has been teaching at a local high school since graduating from college in December. She loves her job although it has just been 3 months. Her fellow teachers have organized a strike for better pay and more input in the curriculum. She does not want to strike because she is satisfied with the pay. After all, she has been a poor college student for the past four years and can live on virtually nothing. She really needs the money to pay off bills and could not afford to get fired. Leslie does not have job security like the other teachers. The strike is scheduled in two days. What should Leslie do?

STRESS MANAGEMENT



Career and Technical Education Internship



Lesson Title: Stress Management

Teacher Prep: Prepare a transparency of the handout, “Helpful Tips for Reducing Stress.”

Overview: To teach students the definition of stress management as it relates to the workplace and to incorporate ideas to relieve that stress level.

Activity One: Opener—Understanding Stress Management

Work for most people is stressful. The pressures of meeting deadlines and expectations can sometimes make going to work feel like a burden. Some people have very stressful jobs. Have students generate a list of stressful jobs and why they feel the jobs are stressful. Examples of high levels of stress jobs are: surgeons, air traffic controllers, police officers, etc. Have students debate the topic “the higher the salary, the higher the stress” through panel discussions.

Activity Two: Discussion—Tips on Reducing Stress

Whether it is a high paying job or a part-time position, work can be stressful. Review stress management tips with students. Then have students add their own personal stress relievers to the list. Compare the ways students deal with the stress of school and how these ways can be used in their workplace.

Activity Three: Something To Think About

Every successful business person has to learn to deal with stress. Without stress relievers, he/she could not deal with the unexpected situations that present themselves on a day-to-day basis. Entrepreneurs have to deal with the stress of being risk takers. Discuss what kind(s) of stress an entrepreneur would have to deal with in today’s society.

Summarize the lesson by redefining what stress is and how it effects the workplace environment.

HELPFUL TIPS FOR REDUCING STRESS

- **Learn and use relaxation exercises.** Deep breathing can help to reduce stress.
- **Exercise.** Moderate exercise, at a pace where you can talk comfortably.
- **Skill Building.** Learn more about your job and how to do it better.
- **Learn practical coping skills.** For example, breaking a large task into several smaller tasks makes it more manageable.
- **Play.** Participate in hobbies, sports, games, and music. Take short one- to three-minute breaks throughout the day to walk, stretch, and/or breathe.
- **Rehearse and practice situations that cause you stress.** If you have to make a presentation, practice it in front of a friend before you present it to the boss.
- **Keep a healthy perspective.** Eat balanced meals to keep you functioning at your best. Keep a sense of humor. If you find a problem, look for the solution.
- **Develop assertiveness training skills.** Learn how to say what you are feeling in a way that is not too aggressive or too passive. Learn to say no to projects that you cannot handle or when you have too much on your plate.

TIME MANAGEMENT



Career and Technical Education Internship



Lesson Title: Time Management

Teacher Prep:

1. Prepare student copies of the handouts: “Time Management” and “Time Management Strategies.”
2. Gather hands-on materials for activity four.

Overview: To identify strategies to help manage time.

Activity One: Opener

The teacher can start the lesson off by reading and discussing the following:

Time is a resource that everyone has available. It is a unique resource because everyone has the same amount of hours in each day. Some people use their time wisely, others do not. Time management involves organizing your day to accomplish the things that need to be done. It is an important organizational skill.

Ask the class the following questions and allow them time to discuss:

1. How can you judge if time is being used effectively?

A person might be busy every minute of the day, but not be using that time wisely. Effective time use is an individual matter. You, as an individual, have certain goals you wish to accomplish. Some goals are more important than others so you set priorities. When a person uses his/her time effectively, it is being used to accomplish the most important goals of that day. For most people, much of their time use is predetermined. For instance, as a high school student, an average 24-hour day involves school from perhaps 8:00 to 3:00, and sleep from 10:30 to 7:00. In other words, those two time periods, involving almost sixteen hours of the 24-hour day, are already set. Other things you want or need to do that day must be done in the remaining eight hours.

2. Have you ever considered how you use your time?

It is used for a variety of activities, such as working, eating, socializing, reading, watching television, and personal grooming. You also spend time thinking, planning, and creating. The way you use time is constantly changing as you develop new interests and assume new responsibilities. Your use of time as a seven-year-old was certainly different from the way you use your time now. One of the first steps in improving time use is to keep a record of how you presently use your time. A time record or log can be helpful in identifying time wasters.

Activity Two: Individual Practice—Time Management Handout

Distribute “Time Management” handout. Read the directions to students and have them calculate the hours spent in the listed activities. This will determine their free time. When everyone has completed the worksheet, allow them time to compare their answers with other students in the class.

Ask the students the following questions:

1. Did you realize how much time you spend on normal everyday activities?
2. Do you have more or less free time than you thought you had?

When a resource is limited, careful planning for the use of that resource becomes very important.

Activity Three: Group Activity—Time Management Strategies Handout

Distribute the “Time Management Strategies” handout. Allow students time to complete and discuss answers with other students.

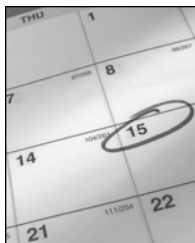
Explain to them that ultimately, good time management can reduce the amount of stress in their lives.

Activity Four: Demonstration—If time allows, you may use the following activity as a closure if you think your group will enjoy a "hands-on" activity.

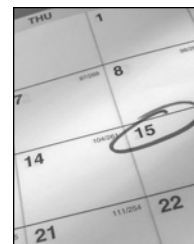
Materials Needed: 2 pint size mason jars (or any clear jar)
1/2 cup uncooked rice
6-8 walnuts or small rubber balls

Place the rice in the jar and tell students that the rice represents things we want to do--watch TV, talk on the phone, gossip, go to ball games, etc. Then attempt to place all the walnuts or balls in the jar on top of the rice. Tell the students that these walnuts represent our priorities - things we know we should do. When we do what we want to do and not what we should do first, we are not able to get in everything that we need and want to do in a day. Remove walnuts from jar and place them in the empty jar. Slowly pour rice over the walnuts. You should be able to get both the rice and walnuts to fit. Tell students that identifying your goals and setting priorities is an important step in time management and if you put your priorities (walnuts) first, then it will allow you the extra time you need to do special things you want to do. Time management helps you organize your day and your life.

Additional Resources: Extra Time Management Activity – See last three handouts.



TIME MANAGEMENT



Name _____ Date _____

Directions: Fill in the chart below in HOURS spent in each activity. Be sure not to account for time more than once. For example, do not count time spent eating lunch at school as eating time AND school time. Compare the amount of free time you have with your classmates.

1. HOURS IN A WEEK: _____ 168
2. Sleeping Time: _____
3. Hours in School: _____
4. Hours in a Job: _____
5. Time Spent Doing Chores: _____
6. Eating Time: _____
7. Necessities (dressing, showering, doing hair, etc.): _____
8. Time in Extracurricular Activities (sports, band, chorus, etc.): _____
9. Transportation Time (to and from school, work, etc.): _____
10. Homework Time: _____

ADD lines 2 through 10: _____

SUBTRACT from line 1: _____

This number equals your FREE TIME: _____

Name _____

Date _____

TIME MANAGEMENT STRATEGIES

Directions: Listed below are some effective strategies for managing time. Answer the questions and try the strategies.

1. Write down your goals or the tasks you must complete for *this week*.
2. Make a priority list according to the importance of each task. Once you have written down each task, assign it a ranking as follows (you may use a ranking more than once):

1 -MOST important 2 -LESS important 3 -LEAST important 4 -NOT important at all

Do all of the tasks ranked 1, first. If you have a large number of top-ranked tasks, try this:

- Pick any five tasks and number them 1, 2, 3, 4, and 5.
 - Compare 1 to 2. Which is more important?
 - Place a checkmark next to your decision.
 - Then compare 1 to 3, 1 to 4, 1 to 5, again placing checks next to the most important.
 - Continue comparing 2 to 3, 2 to 4, 2 to 5, 3 to 5, and 4 to 5.
 - Which has the most checks? Do that task first!
3. Plan your schedule using a calendar or appointment book. Be sure to include all appointments, such as dentist, haircut, student council meetings, sports practices, and music lessons in the proper time slots. A "TO DO" list is a handy tool to remind you of what you must do and when you must do it.
 4. Do the most important tasks when you have the most energy. When do you have the most energy?
 5. Eliminate all the unnecessary things you do that waste time. What do you do that wastes time?
 6. Finish one thing before you start another. In other words, do what you are doing. Don't get sidetracked and start another task or project.
 7. Write down everything. Keep a notepad and pencil with you and get in the habit of using it. Each time you are given an assignment or make an appointment, write it down, then add it to your "TO DO" list. Cross off each task when it is completed.
 8. Ask for help, if you need it. If there are tasks that you do not have to do by yourself, ask other people for their help.



TIME MANAGEMENT

Activity #1



Goal Statement: Students learn to prioritize and use time wisely by creating a personal schedule.

Activity Statement: Students create lists and learn how time should be managed by looking at the outcome of actions.

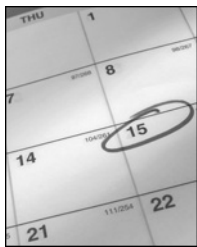
Materials: Pen/Pencils, Handout

Procedure:

1. Inform students that today they will make a one week (Monday – Sunday) schedule for after school activities. Monday through Friday, the day will begin at 2:30 p.m. (last of school classes) and end at 11:00 p.m. (bedtime). On Saturday and Sunday, the day is from 7:00 a.m. until 11:00 p.m.
2. Students will have different activities and events to do during the week, and they must make time for each activity after school.

Discussion Questions:

1. Have students share the difficulties that they had in filling out the schedule and making time for all activities.
2. How does time management influence success?
3. What can you do to succeed?



TIME MANAGEMENT

Activity #2



Directions: In this activity, you will fill out an after school schedule for a week plus Saturday and Sunday. You must fill out all time slots available. You have from 2:30 p.m. (last of school classes) until 11:00 p.m. You must also find time for the following:

Activity/Event	Time/Hours required this week
Research paper for English – Due Friday	10 hours
Study for chemistry test on Thursday	4 hours
Job at Super-One Foods	5:30 p.m. until 8:00 p.m. – Monday 6:00 p.m. until 9:00 p.m. – Tuesday 5:30 p.m. until 7:30 p.m. – Wednesday 6:00 p.m. until 8:30 p.m. – Thursday 2:00 p.m. until 7:00 p.m. – Saturday 8:00 a.m. until 1:00 p.m. - Sunday
Clean your room	1 hour
PowerPoint project for bowling – Due Wednesday	2 hours
Four-month anniversary with significant other	4 hours – for dinner and a movie
Practice time for sport or extra-curricular activity	2 hours on Monday – Thursday 8:00 a.m. until 12:00 p.m. – Saturday
Game Friday night	6:00 p.m. until 10:00 p.m.
Remember eating, bathing, grooming and free-time with friends.	You set the amount of time needed for each activity/event.

All these items must be on your schedule. Good Luck!

TIME MANAGEMENT

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
2:30 p.m.						7:00 a.m.		
3:00 p.m.						8:00 a.m.		
3:30 p.m.						9:00 a.m.		
4:00 p.m.						10:00 a.m.		
4:30 p.m.						11:00 a.m.		
5:00 p.m.						12:00 p.m.		
5:30 p.m.						1:00 p.m.		
6:00 p.m.						2:00 p.m.		
6:30 p.m.						3:00 p.m.		
7:00 p.m.						4:00 p.m.		
7:30 p.m.						5:00 p.m.		
8:00 p.m.						6:00 p.m.		
8:30 p.m.						7:00 p.m.		
9:00 p.m.						8:00 p.m.		
9:30 p.m.						9:00 p.m.		
10:00 p.m.						10:00 p.m.		
10:30 p.m.						11:00 p.m.		
11:00 p.m.								

USING RESOURCES



Career and Technical Education Internship



Lesson Title: Using Resources

Teacher Prep: Prepare student copies of the handout “Locating Information Valuable to My Job.” (Note: This lesson should be used sometime after the lesson on taking initiative.)

Overview: To identify strategies necessary to discover information related to the students’ particular fields of work and to locate information related to a particular aspect of their work.

Activity One: Opener

Ask your students to consider the following situation:

While at work, you discover that your coworkers and boss are using a term that you have never heard before. The term is referring to a major change that will affect everyone who works there. What are some possible ways to learn about the meaning of this term and how it will affect you and your coworkers? (*Suggestions: Look in a dictionary, ask a coworker or your boss, look in a work manual, consult on-line references or the library.*)

Activity Two: Group Discussion/Notes—“Locating Information Valuable to Your Job”

1. Lecture/Discuss: Explain to students that sometimes, taking the initiative at work includes looking for information relating to the job without the help of others. Workers should know where to find information when a certain situation arises such as the one presented in the warm up. If a worker discovers that he or she is not knowledgeable about a specific topic, he or she should know where to find the information in order to complete a task. Employers are impressed with their employees when they take the initiative to learn more about their career. This includes staying up-to-date on the latest information relating to a job. For example, teachers must remain current on the latest research involving teaching strategies and doctors must stay abreast of the latest procedures for their patients’ benefit. In order to do this, teachers/doctors might take a class, attend a conference, read an article in a reputable journal, or speak with an expert.
2. Complete the handout on “Locating Information Valuable to Your Job.”
3. Review and discuss how each place on the handout would help you find information.
4. Ask students how they would use the information on the handout in their current internship assignment.

Activity Three: Scenarios

In groups, students should analyze the following scenarios and identify various places to locate the needed information in order to complete the task. Teaching strategy suggestions:

- Provide poster board and require students to prepare a display of the scenarios.
- Instruct students to create and perform a skit illustrating the scenario and their analysis.
- Provide time in a computer lab to allow students to create a PowerPoint presentation illustrating their analysis.

Scenarios:

1. You are working at a bank and a customer informs you that he is preparing for a vacation to tour Europe. He asks you about the currency exchanges in each individual country in Europe so that he can create his budget.
2. A retired businessman decides to restore antique cars in order to receive an income. A customer requests that he restore a vehicle with which he has not had any experience.
3. A car dealership will begin selling gas/electric hybrid vehicles. You have been working at the dealership as a successful salesman but you do not know anything about these new vehicles. A customer would like to know the benefits of owning one of these vehicles.
4. You are a teacher and a new student who speaks very little English enters your class.
5. You are a lawyer and a client has a question about a legal issue with which you are not familiar.
6. You are a doctor and a patient explains symptoms to you. Based on her symptoms, you are not sure how to diagnose her problem.

Something To Think About: Ask students to consider their current job position and add to the handout if there is a place to locate information that is not on the list. Ask students to analyze how locating information on their own rather than consulting the boss would increase their competency as an employee.

LOCATING INFORMATION VALUABLE TO MY JOB

Where should I look if I need to find information that will help me with my job?

- Internet
- Company policy manuals
- Intranet
- Materials safety data sheet (MSDS log)
- Coworkers
- Experts
- Workshops
- Conferences
- Magazines
- Published journals
- Newspaper
- Forums
- Employer
- Legal documents
- Professor
- Teacher
- Former employer/employee
- Friend or relative
- Literature/books
- Training manuals
- Television specials
- Instructional videos
- Newsletters
- Published papers
- Phone book
- Other businesses
- Recruiters
- International documents
- Government documents
- Medical journals

VISION STATEMENT



Career and Technical Education Internship



Lesson Title: Writing a Vision Statement

Teacher Prep:

1. Prepare a transparency of “Vision Statement” document.
2. Prepare student copies of the handouts “Personal Research” and “Writing Your Personal Vision Statement.”

Overview: To understand the purpose of a vision statement and develop an individual vision statement.

Activity One: Opener

Start the discussion by reading the following:

Close your eyes and picture yourself in the future. It may be a few months or years from today. See the person you are: what you are doing, who you are with, what you have accomplished, what is important to you, and how people relate to you. How does it feel to be you? Feel the person you are, your true self. Now, open your eyes and see your life and yourself in the present, through those eyes. You will begin to notice the changes you need to make to honor this vision and lead a powerful life. Today you will be writing a personal vision statement.

Activity Two: Discussion

Discuss personal visions with students. This can lead into the definition of a vision statement.

A personal vision is a picture of your “True Self” in the future. An effective personal vision includes all the important elements of your life and career; it is who you want to be, what you want to do, how you want to feel, what you want to own, and who you want to associate with. Although your personal vision helps you to see into the future, it must be grounded in the present. It is a statement of who you are, and who you are becoming. It is the framework for the process of creating your life.

Put the “Vision Statement” transparency up and discuss the definition of vision statement.

Activity Three: Individual Practice—Personal Research

Give the students the “Personal Research” handout. Encourage them to spend a few minutes in quiet, quality time on their answers.

After the students complete the “Personal Research” handout, give them the other worksheets. Some students may not complete this in the given time allowed. You may want to allow them to take it home to complete.

Activity Four: Something To Think About

Remind the students that they may make changes to their vision statement. Tell the students to keep in mind what they do on a daily basis to fulfill their vision statement.

VISION STATEMENT

- A vivid, idealized description of a desired outcome that inspires, energizes, and helps you create a mental picture of your target.
- It could be a vision of a part of your life or the outcome of a project or goal.
- The purpose of a vision statement is to create a mental picture charged with emotion that can serve to energize and inspire you.

YOUR PERSONAL RESEARCH

Directions: Use this to think through and start to create your personal vision. Answer as many of the questions as possible.

Things I Really Enjoy Doing	
What Brings Me Happiness/Joy	
The Two Best Moments of My Past Week	
Three Things I Would Do If I Won the Lottery	
Issues or Causes I Care Deeply About	
My Most Important Values (Circle)	Having integrity Serving/pleasing a higher being or calling Being fit and healthy Having a nice home and belongings Leaving the world a better place Having fun Learning and improving myself Making others' lives easier or more pleasant Enjoying my family Others? (Add any additional comments)
Things I Can Do at the Good-to-Excellent Level	
What I Would Like to Stop Doing or Do as Little of as Possible	

Did any of these questions trigger some ideas about what you would like to be doing with your life today to succeed in the future? Keep these answers in mind when writing your personal vision statement.

WRITING YOUR PERSONAL VISION STATEMENT

Your personal vision is what you want to be, do, feel, think, own, associate with, and impact by some date in the future. It is now time to pull together your research and begin to draft your Personal Vision Statement. Your vision must be unique and appropriate for you. This is an example of a personal vision statement.

I am more physically fit, almost finished with my formal education, actively involved in two close personal relationships, worshipping and serving God regularly, having fun every day, and doing work that I love.

Notice in this sample that the person included *several areas of life* (physical, intellectual, social, spiritual, emotional, and career). It's a *picture* of how the person sees himself/herself and is written in the *present tense*.

Use the following tool to synthesize what you have learned about yourself and to write your own statement.

1. Based on my personal research, these are the main things that motivate me/bring me joy and satisfaction:

2. My greatest strengths/abilities/traits/things I do best:

3. At least two things I can start doing/do more often that use my strengths and bring me joy:

4. This is my Personal Vision Statement for myself:

Talk about your findings and your Vision Statement with someone you trust. If necessary, make a second, better draft, but do not compromise your passion. Think big and hold onto your excitement! Feel free to make changes when you see it is necessary and try your best to fulfill your vision statement.

PERFORMANCE EVALUATIONS

PERFORMANCE EVALUATIONS

Examples of the following performance evaluations are included in the 2005 *Louisiana Work-Based Learning Manual*. Access this manual at <http://www.louisianaschools.net/lde/uploads/7638.pdf>. Provided on the following pages will be examples of evaluations that can be adapted to fit the needs of your program.

- Competencies for Career & Technical program skills are listed in the section of the manual tabbed “Competencies” (pages 22 – 36). A review of the competencies outlined can be helpful in planning work tasks to be experienced at the worksite.
- Sample – Clinical Work Experience Evaluation of Student Performance (page 65)
- Cooperative Education Forms:
 - Student Work Experience Evaluation (page 100)
 - On-the-Job Evaluation (page 101)
 - Notice of Infraction (page 102)
 - Employer’s Evaluation (page 103)
 - On-the-Job Evaluation Report Card (page 104)
- Internship Forms:
 - Evaluation of Prospective Training Station (page 124)
 - Employer Evaluation of Student Intern Performance (pages 129 - 130)
 - Student Intern Evaluation (page 131)
 - Work-Site & School-Site Competencies (pages 134 - 135)
 - Business Host Evaluation (page 137)
- Job Shadowing
 - Student Evaluation Form (page 167)
 - Job Shadowing Grading Sheet (pages 169 - 170)
 - Employer Evaluation Form (page 178)
- Simulations
 - Student Evaluation (page 214)

APPENDIX

Career and Technical Education Internship

Content Guidelines

This course guideline was written for 1 credit. If 2 credits are granted, two requirements must be met:

1. Time allowance must meet the requirement for “minutes of classroom instruction.”
2. Additional assignments, projects, or work experiences must be given, and evaluated.

(The student will be able to. . .)

Unit One Course Orientation

1. Explain the objectives of the Career and Technical Education Internship program.
2. Compare the characteristics of an internship versus a cooperative work program.
3. Give reasons for the two components of the program: instructional time and workplace experience.
4. Establish the required instructional and worksite hours necessary for successful completion of the internship.
5. Explain the basic content and organization of the Career and Technical Education Internship Program to include:
 - a. The knowledge, skills, and/or attitudes necessary for successful completion of the internship program.
 - b. The responsibilities of the student, parent, teacher, and employer as it relates to participation in the internship program.
 - c. The necessary forms, certifications, or regulations that must be considered and verified before beginning an internship.
 - d. The instructional component and on-the-job evaluation process.
6. Explain the recruitment, preparation, and orientation of the internship sites.

Unit Two Expectations of the Worksite

1. Define and explain terms related to employment issues and expectations of employers.
 - a. Labor laws
 - b. Safety
 - c. Confidentiality
 - d. Ethical behavior
 - e. Sexual harassment
 - f. Discrimination

2. Discuss job and course evaluations and their purpose.
 - a. Logs
 - b. Journals
 - c. Performance based assessments
 - i. General workplace performance
 1. attendance and punctuality
 2. attitude
 3. appropriate dress
 4. compliance to rules
 5. dependability
 6. initiative
 - ii. Interpersonal skills
 1. communication
 2. team work
 3. human relations
 4. judgment
 - iii. Job assignment performance
 1. quality of work
 2. quantity of work
 3. job knowledge
 4. task completion
 - d. Examinations, essays, reports
 - e. Final products/demonstrations
3. Demonstrate an understanding of the SCANS Workplace Competency Skills.
 - a. Resources: Identifies, organizes, plans, and allocates resources
 - b. Interpersonal: Works with others
 - c. Information: Acquires and uses information
 - d. Systems: Understands complex inter-relationships
 - e. Technology: Works with a variety of technologies
4. Develop worksite learning objectives based on the SCANS Workplace Competency Skills.
5. Demonstrate an understanding of appropriate dress for employment.
6. Review contractual agreements:
 - a. Work permits (as required by labor laws)
 - b. Student's agreement
 - c. Parental permission, medical release, insurance statement
 - d. Training agreement

Unit Three

Job Seeking Skills

1. Compile all necessary personal documents needed for employment (social security card, birth certificate, driver's license, evidence of insurance, etc.).
2. Complete a search for an internship site.
 - a. Identify and access resources for internship sites
 - i. Personal contacts

- ii. Media
 - iii. Department of Labor
 - iv. Community resources
 - v. Professional journals
 - vi. Career counselors
- b. Use resources to contact prospective internship employers
- 3. Create a résumé.
- 4. Write a letter of application.
- 5. Complete a job application form.
- 6. Demonstrate appropriate interview skills.
- 7. Complete thank you notes following the interview.

Unit Four

Successful Work Experience

1. Complete student worksite learning plan.
 - a. Determine expectations of the student at the worksite
 - b. Design a program that is rigorous and relevant to the student's career major
 - c. Bring into the experience "all aspects of the industry"
 - d. Assign tasks student will perform
 - e. Predict skills the student will need
 - f. Review the work environment for the student
 - g. Identify and predict how work processes, technology, and equipment will be used
2. Develop effective communication skills.
 - a. Exhibit appropriate greetings
 - b. Demonstrate good body language and eye contact
 - c. Use effective questioning techniques
 - d. Demonstrate proper speech techniques and English usage
3. Apply problem solving techniques.
4. Exhibit appropriate telephone etiquette.
5. Demonstrate effective interpersonal skills.
 - a. Co-workers
 - b. Management
6. Apply the use of team work skills.
7. Exhibit an understanding of time management skills.

Unit Five

Performance Evaluations

1. Appraise worksite visitation.
2. Review employer evaluation.
 - a. Successful performance appraisal
 - b. Completion of work project or product
 - c. Demonstration of skills

3. Grade school evaluation.
 - a. Demonstration of learning
 - i. Sharing of learned skills
 - ii. Service learning
 - iii. Exhibition
 - iv. Demonstration
 - b. Product outcomes
 - i. PowerPoint presentation
 - ii. Scrapbook
 - iii. Reflective essay
 - iv. Portfolio
4. Verify student internship evaluation.
 - a. Self evaluation
 - i. Reflect on facts you learned about work and about yourself
 - ii. Evaluate how the experience influenced you
 - iii. Relate aspects of the internship that were most beneficial/troubling to you
 - b. Internship site evaluation
 - i. Rank the internship site for effectiveness and quality
 - ii. Determine appropriateness of internship site
5. Write and deliver thank you notes.

REVISED BULLETIN 741
(Excerpt)

§3113. Work-Based Learning

- A. Work-based learning programs shall provide opportunities for CTE students to receive on-the-job training and related classroom instruction in all CTE program areas. Work-based learning may include, but is not limited to, cooperative education and internships.
- B. Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employers.
- C. Internships are work-based activities where students work with an employer for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This may or may not include financial compensation.
- D. Certification Requirements for Teachers
 - 1. The cooperative education teacher-coordinator shall hold a valid teaching certificate entitling the holder to teach cooperative education in the CTE program or a valid CTTIE certificate to teach Trade and Industrial Cooperative Education.
 - 2. The internship teacher-coordinator shall hold a valid teaching certificate in the CTE program that aligns with the student's internship worksite.
- E. Scheduling Work-Based Learning
 - 1. Cooperative education programs shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of five hours each week (one regular period per day) of CTE related classroom instruction. The on-the-job training phase shall include a minimum of 15 hours of job training per week for the entire year spanning from August through May. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision. Teacher-coordinators shall be scheduled for one cooperative education preparatory/supervision period for 10-45 students. Teachers with more than 45 students shall be scheduled for two cooperative education supervision periods.
 - 2. Internships shall incorporate classroom instruction and on-the-job training. The classroom phase shall include a total of one hour each week of CTE related classroom instruction. The on-the-job training phase shall include a minimum of ten hours of work-based learning per week for the entire year, spanning August through May. Teacher-coordinators shall be scheduled for classroom instruction and on-the-job supervision.
- F. Facilities for Work-Based Learning
 - 1. The LEA shall provide use of a telephone for teacher-coordinators of work-based learning education programs to use for placement/coordination/follow-up activities.
- G. Teacher-Coordinator for Work-Based Learning
 - 1. Reimbursement of travel expenditures for placement, supervision, and coordination activities of the work-based education programs shall be provided.
 - 2. The teacher-coordinator and the employer shall cooperatively complete a training memorandum for both the classroom phase and the on-the-job training phase. The training memorandum and a list of skill competencies shall be prepared for each student.

The list of competencies shall include skills and knowledge to be learned in the classroom and skills to be learned through on-the-job training.

3. Copies of the training memorandum and skills competencies shall be maintained in each work-based education student's folder and provided to the training sponsor (employer). The training memorandum is the application for an employment certificate for work-based education students. The employment certificate must be applied for on-line through the Department of Labor's website.
 4. Each teacher-coordinator for work-based programs must submit a class organization report to the Division of Family, Career and Technical Education of the DOE.
 5. The cooperative education teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress at least four times during the school year.
 6. The internship education teacher-coordinator shall visit each student on the job to observe the student at work, to confer with the employer, and to obtain a written evaluation of the student's progress at least two times during the school year.
 7. The teacher-coordinator shall inform the employer of labor laws as they apply to minors engaged in work-based learning.
 8. Orientation and pre-employment training, as well as safety training, shall be provided for each student prior to the student's placement with a program training sponsor (employer).
 9. It is recommended that funding for extended employment beyond the school year be provided for each teacher-coordinator.
 10. The program training sponsor (employer) shall complete a written evaluation of each student's on-the-job performance for each grading period.
 11. The teacher-coordinator shall be responsible for determining the student's grade.
- H. Work-Based Learning Students
1. Cooperative education students shall be placed in appropriate, paid training stations within three weeks of the opening of school. Students not placed shall be rescheduled into non-cooperative courses.
 2. Cooperative education students shall receive minimum wage or above for the hours spent in job training.
 3. Internship students shall be placed in appropriate, paid or non-paid training stations within three weeks of the opening of school. Students not placed shall be rescheduled into non-internship courses.
 4. Students in Cooperative Office Education, Cooperative Technology Education, Health Occupations Cooperative Education, and Family and Consumer Sciences Cooperative Education shall be seniors. Students in Cooperative Agriscience Education, General Cooperative Education, Cooperative Marketing Education, and Trade and Industrial Cooperative Education (TICE) shall be juniors or seniors.
 5. Internship students shall be juniors or seniors.
 6. Work-based education students must successfully complete both the classroom and the on-the-job training phase to receive any credit. Students enrolled in Cooperative Education course shall not begin a work-based program at midterm.

NOTE: Refer to career and technical education course offerings for prerequisites and requirements for specific work-based programs. AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7.